

**ENGLISH PRONUNCIATION TEACHING PRACTICES TO EFL
LEARNERS: WORKING WITH THE TONGUE TWISTERS AT
THE EMINENCE COURSE PARE KEDIRI INDONESIA**

THESIS

**Submitted in Partial Fulfillment of the Requirement for Degree
of Bachelor of Education in English Education Department**



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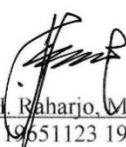
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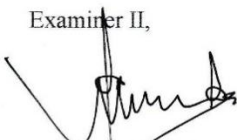
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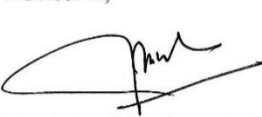
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MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي وَيَسِّرْ لِي أَمْرِي وَاخْلُكْ عَقْدَةً مِنْ لِسَانِي يَفْقَهُوا قَوْلِي

[Moses] said, "My Lord, expand for me my breast [with assurance], and ease for me my task, and untie the knot from my tongue, that they may understand my speech" (*Surah Taha: Verse 25-28*).

Change Your Mind, Change Your World, and Focus on Your Lord

DEDICATION

I have the deepest excitement of dedicating this thesis to:

1. My beloved mother (Mrs. Lutfiyatun Nikmah, S. Ag.) and my father (Mr. Habib As'adi). Thanks for giving me love, prayer, power, supports, advice and everything.
2. My beloved sister (Nidaur Rahma Aulia), thanks for your prayer.
3. All my families, thanks for your supports and prayer.
4. All my best friends, thanks for your supports.
5. My spesial friend, thanks for your supports and your prayer.
6. All my lovely friends at Kost Gerbang Biru.

For the endless spirit and affection, I love you all.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the Name of God, the Most Beneficent, the Most Merciful)

The first of all, the writer would like to express his sincere thanks to almighty Allah SWT who has given health, blessing, guidance and inspiration to the writer in finishing this thesis with the title
“English Pronunciation Teaching Practices to EFL Learners: Working with the Tongue Twisters at the Eminence Course Pare Kediri Indonesia.”

This thesis is arranged or made to fulfill one requirement to get the bachelor degree of education in English Language Department of State Islamic University of (UIN) Walisongo Semarang.

The writer realizes that he cannot complete this thesis without the guidance, advice, suggestion, support and encouragement for many people during the writing on this thesis. In this occasion, the writer would like to thank to:

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12. Last but not least, all people who cannot be mentioned one by one, who have supported the writer to finish this final project.

Finally, the writer realizes that this thesis is far from being perfect. Hence, constructive critics and advices are really expected. The writer hopes that this thesis can give beneficial and helpful for the researcher and readers. Amen.

Semarang, 16 October 2019
The Writer

Ana Maulida Fikriya
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ABSTRACT

Title : **English Pronunciation Teaching Practices to EFL Learners: Working with The Tongue Twisters at The Eminence Course Pare Kediri Indonesia**
Writer : Ana Maulida Fikriya
Student' Number : 1503046072
Keywords : *EFL Learners, Teaching, English Pronunciation, Tongue Twisters.*

Pronunciation is a key aspect and crucial element of effective communication that should be mastered by the learners. This study aims to describe the implementation of teaching English pronunciation working with tongue twisters and the problems in teaching English pronunciation working with tongue twisters to EFL learners at The Eminence course Pare Kediri Indonesia. The research method used in this study is qualitative descriptive research. The participants of this research were the twelve of English pronunciation learners at The Eminence course. The instruments used in this study are observation checklist, questionnaire, list of questions, and document. The result of the study showed that in implementing teaching English pronunciation working with tongue twisters, the teacher also used to listen and imitate, repetition as the technique in teaching English pronunciation. The teacher always used three techniques in teaching English pronunciation at The Eminence course Pare Kediri Indonesia. The problems in teaching English pronunciation working with tongue twisters to EFL learners are coming from the strong local accent, the inflexibility of learners' tongue to sound the tongue twister, the quickness and the confusion of the tongue twisters.

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CHAPTER I

INTRODUCTION

This chapter is an introductory chapter of the present study. It consists of a background of the research, reasons for choosing the topic, research questions, objectives of the research, scopes of the research, and pedagogical significances.

A. Background of the Research

Pronunciation is “central to language use in social, interactive contexts because pronunciation embodies the way that the speaker and the hearer work together to establish and maintain common ground for producing and understanding each other’s utterances”.¹It is beyond doubt that pronouncing a language well is a key aspect and crucial element of effective communication. Therefore, in the learning process of English pronunciation, the teacher should play a determining role to develop communicative competence in language proficiency and comprehensibility.²

Pronunciation is an essential part of one that should be mastered by the learners and be understood. By Accurate pronunciation, other people will understand us clearly. An error in pronunciation that often

¹ Ebook: Marnie Reed and John M. Levis, 2015, *The Handbook of English Pronunciation: First Edition*, (Oxford: John Wiley & Sons, Inc.), p. 353.

² Nuria Edo Marza, 2014, “Pronunciation and Comprehension of Oral English in the English as a Foreign Language Class: Key Aspects, Students’ Perceptions and Proposals”, *Journal of Language Teaching and Research*, (Vol. 5, No. 2, pp. 262, March).

happens can lead to breakdowns in communication.³ Therefore, learners need a strategy in communicating to reach the goal of interaction or communication and avoid misunderstanding.⁴ Consequently, understandable pronunciation is an essential component of communicative competence, like the way our prophet in conveying or speaking to someone, so that his speech could be interpreted appropriately and so that the missionary endeavour being conveyed to a people could be accepted and inspired with the core of his missionary endeavour well. The following is the prayer of Prophet Moses stated in the letter Taha verses 25-28.

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي وَيَسِّرْ لِي أَمْرِي وَاخْلُكْ عَقْدَةً مِنْ لِسَانِي يَفْقَهُوا قَوْلِي

[Moses] said, "My Lord, expand for me my breast [with assurance], and ease for me my task, and untie the knot from my tongue, that they may understand my speech" (*Surah Taha: Verse 25-28*).

The verse above tells us that Prophet Moses a.s had a disability due to an accident that happened to him as a child, namely the stiffness feeling in his tongue. This disability happened because Prophet Moses had eaten the embers as a child. By the grace of God, the prophet Moses was saved from the supervision of Pharaoh who wanted to kill him. His stiff tongue made the words uttered difficult for other people

³ E-book: Jonathan Smith, and Annette Margolis, 2012, *English for Academic Study: Pronunciation Study Book*, (UK: Garnet Publishing Ltd), p. 6.

⁴ Farid Noor Romadlon, 2016, "Communication Strategies in the Conversations between Indonesian University Students and a Native Speaker", *Jurnal Vision*, (Volume 5 Number 1, April), p. 5.

to understand because of unclear sound. Therefore, the prophet Moses asked God's help to be free from the rigidity of his tongue, so that the Pharaoh and his mentors could understand what he was conveying. Finally, God also granted the prayer and made the prophet Moses smoothly deliver his warning. From the real story, we can conclude that when we pronounce a series of words correctly, our words can be easily understood by others when we want to convey something so that what we convey can be more effective and not cause misunderstandings. However, many people constantly put aside the pronunciation itself. What they are focusing on is still about the structure or other skills because they think learning pronunciation is a difficult thing to do.⁵

In spite of its recognized importance to communication, pronunciation is still a marginalized skill in many ESL programs.⁶ Learners need lots of time in learning English pronunciation to improve learners' ability to pronounce words. It means that in learning how to pronounce, learners need lots of time to focus on pronouncing the word, especially on the word they are struggling with. However, pronunciation is ignored in daily teaching. It is only taught as an additional part by teachers and mentioned partially in many course books.

The learners consider pronunciation as a difficult subject since the sounds of words are usually different from their written form. As

⁵ Farid Noor Romadlon, 2016, "Communication Strategies in.....p. 5.

⁶ E-book: Linda Lane and H. Douglas Brown, 2010, *Tips for Teaching Pronunciation: A Practical Approach*,p. 1.

we know that the curriculum of Indonesia does not provide any space in this pronunciation lesson, which is why the learners lack vocabulary in speaking English. In pronouncing vocabulary, the learners also often make mistakes in pronunciation. They feel confused and difficult to pronounce some English words, especially unfamiliar ones. Besides learners, sometimes some teachers still experience confusion and distress in the pronunciation of English vocabulary; they can constantly make mistakes in their pronunciation. Harmer (2001) said that a lot of teachers do not pay attention well to learners' ability in pronouncing the word. It was also felt by the writer when the writer did practice teaching even though learners wrong in pronouncing certain words, the teacher does not give much time to enhance the learners' pronunciation. The teacher has to drill several words chorally to learners to magnify learners' pronunciation. Therefore, the teacher needs to elevate the learners' ability in pronunciation.

Limited pronunciation ability can reduce learners' self-confidence, limit social interaction, and negatively affect the speaker's credibility and ability ratings. When learners pronounce English vocabulary poorly, they will feel weak in their ability to speak English, so it can create learners' self-distrust when they say the sentence in English because learners feel uncomfortable and embarrassed to speak English. Besides, pronunciation has influences on learners' motivation in learning to speak, so it does not spur their progress in speaking. Without such motivation, learners will almost

certainly do not engage in some activities or do not make the necessary effort to complete an action or to achieve an obvious goal.⁷ Learners who gain confidence through practice with “listener-friendly pronunciation” will find English an easier pathway to whatever goals they want to achieve with the language.⁸

The researcher realized that it is very crucial to make the learners’ practice pronunciation through such an interesting activity as often as possible by using some attractive media. The researcher would like to see the implementation of those attractive media in the classroom teaching for English to young age will be motivated and more interested by using attractive media. One of the media that the researcher is going to use is a tongue twister. As Sitoresmi (2016: 590) states, "considering such condition, tongue twisters were chosen to improve their (learners) motivation, pronunciation, and self-confidence." A teacher can use tongue twister to enhance learners' pronunciation because by using this technique, learners will be asked to focus on several words that they are struggling with.

According to the Cambridge Advanced Learners Dictionary, tongue twister is a sentence or phrase that is intended to be difficult to say, especially when repeated quickly and often. As Sitoresmi (2016) said that besides tongue twister can be used to enhance learners' motivation and class condition, tongue twister is as well can be used to improve learners' ability in pronunciation. Besides that, tongue

⁷ Farid Noor Romadlon, 2016, “Communication Strategies in the....., p. 5.

⁸ E-book: Judy Gilbert, 2008, *Teaching Pronunciation Using Prosody Pyramid*, (USA: Cambridge University Press), p. 41.

twister also is a fun and activity in any language class (Gonzales, 2009: 4). It is also an attractive technique to teach in class.⁹ It likewise will make learners enjoy the process of producing words. The technique is used to repeat it as much as possible, as quickly as possible, without pronunciation errors (Gonzales, 2009: 3). It is useful in understanding how we process a language. It is aimed to consolidate the English sounds learners have learned by creating a game-like atmosphere for practice.¹⁰

Practising tongue twisters allows people to learned English to strengthen their speaking skills. It will be helpful to improve the pronunciation of learners, not only training words and pronunciation but also developing memory skills as well. It can build their phonemic awareness helps develop better articulation and word pronunciation. This technique is needed by learners to train and drill how to pronounce English words correctly by using some similar and interesting phrases or sentences. The sooner someone can say tongue twisters without slipping, the stronger their language skills, moreover there is a tongue twister arranged to adjust with the Indonesian learner's tongue, so the learner will be helped and be simpler to pronounce it. Through the tongue twisters, learners are hoped to feel relaxed in imitating and remembering the English phonemes. By having the right technique used both the teacher and the learners hope

⁹ Fenti Dwi Luviana, et. al., 2018, "The Effect of Tongue Twister toward Students' Pronunciation Ability", p.17.

¹⁰ E-book: Kathleen M. Bailey and Lance Savage, *New Ways in Teaching Speaking*, (Illionis: TESOL, 1994), p. 246.

that they will get the maximum result of learning pronunciation through tongue twister. Related with that statement, the researcher wants to know the implementation of learning pronunciation through tongue twister. Therefore, the researcher will describe a study with the title "*English Pronunciation Teaching Practices to EFL Learners: Working with the Tongue Twisters at The Eminence Course Pare Kediri Indonesia*".

B. Reasons for Choosing the Topic

Pronunciation has become famous for EFL learners who want to speak English properly and correctly. However, the curriculum in Indonesia does not mention pronunciation as one part that must be taught for learners, and most of the pronunciation of EFL learners in Indonesia is still weak. Besides, there are not enough media to teach pronunciation. "... For years, teachers and researchers have been trying to find the most effective way to teach it [pronunciation] to their learners" (Macháčková, 2012). They use minimal pairs, partner dictation, phonetic transcription, and even video shows to provide the right model for their learners. Unfortunately, these methods are only believed to work effectively in adult students. Meanwhile, recent English language learners are not only adults but also children. Thus, there is a need to find the right technique in teaching English, especially pronunciation, to young students.

According to Well-Smith Partners (2012), Tongue twisters have been used by teachers in several countries in which English is the

second language for the citizen. This method is also popular as it is fun and interesting not only for young but also for adult learners. Thus, the writer believes that using tongue twister might be one great method that works better for EFL learners.

C. Research Questions

Based on the background above, the researcher formulated research questions, those are:

- a. How is the implementation of English pronunciation teaching working with the tongue twisters to EFL learners at The Eminence course Pare Kediri Indonesia?
- b. What are the problems in English pronunciation teaching working with the tongue twisters to EFL learners at The Eminence course Pare Kediri Indonesia?

D. Objectives of the Research

1. To describe the implementation of teaching English pronunciation working with the tongue twisters to EFL learners at the eminence course Pare Kediri Indonesia.
2. To describe the problems in teaching English pronunciation working with the tongue twisters to EFL learners at the eminence course Pare Kediri Indonesia.

E. Scopes of the Research

The scopes and limitation of the study can be described as follows:

1. This research will be conducted at The Eminence Course Pare Kediri Indonesia in 2019.

2. This study will only focus on teaching English pronunciation working with the tongue twisters to EFL learners at The Eminence Course Pare Kediri in 2019.
3. The writer limits study on the process of teaching English pronunciation to EFL learners at pronunciation class.

F. Pedagogical Significances

The writer hoped the result of this research gives some positive contributions to the English learning context. This research is expected to give information for the researcher herself and people in the educational field. The researcher expects that this research can be useful for:

1. For learners

The result of this study is hoped that it will be valuable for learners to be more motivational in learning English, and they can train and improve pronunciation skill in a fun and interesting way.

2. For English teachers

The output of the study is expected to be a good reference to enrich English teachers' techniques in teaching pronunciation.

3. For further researchers

The result of this study is hoped that the writers who want to do similar research in teaching pronunciation, especially for students in English Education Department will get some experience and new knowledge about research and this is useful in the future.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter discusses the literature review and previous research.

A. Literature Review

1. English Pronunciation

Learners considering English dialects are required to listen to English elocution. They requested to replicate the words and sounds. The author is giving a few definitions to create a clear understanding of almost articulation.

a. Definition of Pronunciation

There are some definitions of pronunciation that might be useful to support the writer.

According to Rebecca (1993), pronunciation as the act of producing the sound of speech including articulation, vowel, formation, accent inflexion, and intonation, often concerning reference to the correctness or acceptability of the speech sounds”.¹¹ Sound of speech is produced from the act of pronunciation referring to the rightness or acceptability of the speech sounds.

According to Hewings (2004), pronunciation is “some of the main components of speech which together combine to form the pronunciation of a language. These components range from the individual sounds that make up speech, to how to pitch - the rise and

¹¹ E-book: Rebecca M Dauer, 1993, *Accurate English*, (New Jersey: Prentice Hall Regents), p.7.

fall of the voice are used to convey meaning”.¹² It implies that intonation is part of pronunciation that will make somebody effectively to get the speaker’s meaning.

Underhill (2005) assumed that pronunciation is “the physical side of language, involving the body, the breath, the muscles, acoustic vibration, and harmonics”.¹³

Based on *The Cambridge Guide to Teaching English to Speakers of Other Languages*, pronunciation is “the production and perception of the significant sounds of a particular language to achieve meaning in contexts of language use”.¹⁴ It implies pronunciation is a portion of dialect that utilized to the open meaning of dialect.

Gilakjani (2012) defines that pronunciation is “an integral aspect of communicative competence that can impact the desire to use the language as well as the quantity and quality of input received and the output produced”. It has influences in using language, both when receiving information or conveying the message.

Then, According to Marnie Reed and John M. Levis (2015), Pronunciation is “central to language use in social, interactive contexts because pronunciation embodies the way that the speaker and the hearer work together to establish and maintain common ground

¹² E-book: Martin Hewings, 2004, *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation*, (Cambridge: Cambridge University Press,), p. 3.

¹³ E-book: Adrian Underhill, 2005, *Sound Foundations Learning and Teaching Pronunciation*, (Oxford: Macmillan Publishers), p. xii.

¹⁴ E-book: Ronals Carter and David Nunan, 2009, *The Cambridge Guide to Teaching English to Speakers of Other Language*. (Cambridge: Cambridge University Press), p. 56.

for producing and understanding each other's utterances".¹⁵ It implies that pronunciation determines an understanding between speakers and listeners who convey or transfer their messages, ideas, and thoughts.

From all definition above, the writer may conclude that the act or manner of pronouncing syllables, words, and phrases about the production of sounds and the placing of stress, intonation to make the speech can be easy to understand.

b. Features of English Pronunciation

There are some features of pronunciation that can make the learners avoid being misunderstood in learning pronunciation, such as kinds of error that most likely to interfere with communication.

Ramelan divides the features of English pronunciation into two parts namely segmental and suprasegmental features. The first is segmental features, which refer to sound units arranged in sequential order. This feature can be studied in isolation. It means that every utterance may be cut up or segmented into a linear sequence of a segmental feature.¹⁶ This research focuses on the segmental feature.

1) Segmental Features

Segmental feature is based on the segmentation of language into individual speech sounds provided by phonetics. Unlike phonetics, however, segmental phonology is not interested in the production, the physical properties, or the perception of these sounds, but the function and possible combinations of sounds within the sound system.

¹⁵ Ebook: Marnie Reed and John M. Levis, 2015, *The Handbook of English Pronunciation: First Edition*, p. 353.

Ramelan, *English Phonetics*, (Semarang: UPT UNNES Press, 2003), p. 22.

a) Consonants

Consonants are sounds that are produced by an obstruction of an air-stream either in the pharynx or in the vocal tract.¹⁷ Three kinds distinguish in consonants: *voice, tongue shape, and articulator*¹⁸.

- (1) **Voice** – whether vocal cords are vibrating or not.
- (2) **Tongue shape** – whether the tongue has a flat surface, a groove along the centerline, or is curled at the sides.
- (3) **Articulator** – whether the lower lip, tongue tip, tongue front, or tongue back blocks the air stream as it goes out.

All consonants are formed by using two of seven articulators (the lips, the tip of the tongue, the middle of the tongue, the back of the tongue, the alveolar ridge, the hard palate, and the soft palate) either touching or in proximity to each other.

In English there are 24 consonant sounds, those are p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, tʃ, dʒ, θ, ð, m, n, ŋ, h, i, r, w, and j. For example, in English, /t/ and /d/ are phonemes because if you change the initial sound of the word *ten* from /t/ to /d/, the word changes to *den*. Each consonant sound can be represented by a *phonemic symbol*.¹⁹

Consonants can be either voiced or voiceless. The voiced/unvoiced distinction tends to coincide with gentle and strong aspiration. This means that voiced consonants may be uttered with

¹⁷E-book: Paul Skandera, et. al., 2005, *A Manual of English Phonetics and Phonology: Twelve Lessons with an Integrated Course in Phonetic Transcription*, (Germany: Gunter Narr Verlag Tübingen), p. 20.

¹⁸E-book: Charles W. Kreidler, 2004, *The Pronunciation of English : Second Edition*. (Oxford: Blackwell Publishing Ltd), p. 30.

¹⁹E-book: Lynda Yates, and Beth Zielinski, 2009, *Give It a Go: Teaching Pronunciation to Adults*, (Sydney: the AMEP Research Centre), p. 39.

weaker breath force, while unvoiced consonants may be uttered with stronger breath force. (This is partly because voiced sounds take energy from the breath to drive the larynx, and partly because unvoiced sounds need to compensate for their lack of voice with force and clarity in their articulation.)²⁰

Voiced sounds occur when the vocal cords in the larynx are vibrated. It is easy to tell whether a sound is voiced or not by placing one or two fingers on your Adam's apple.²¹ A voiceless/voiced pair such as [s, z] are distinguished not only by the presence or absence of voice but also by the degree of breath and muscular effort involved in the articulation. Indeed, we shall see that on the linguistic level, in certain situations, the voice opposition may be lost, so that the energy of articulation becomes a significant factor.²² Those English consonants which are usually voiced tend to be articulated with relatively weak energy (they are LENIS), whereas those which are always voiceless are relatively strong (they are FORTIS).²³ In addition to the presence or absence of voicing, consonants can be described in terms of the manner and place of articulation.²⁴

²⁰ E-book: Adrian Underhill, 2005, *Sound Foundations Learning and Teaching Pronunciation*,..... p. 30.

²¹ E-book: Mimi Ponsonby, *How Now Brown Cow? a Course in the pronunciation of English, with Exercises and Dialogues*, (New York: Prentice Hall), p. x-xi.

²² E-book: Gymson, A.C, 1970, *an Introduction to the Pronunciation of English*, (England: J. W. Arrowsmith Ltd), p. 32

²³ E-book: Alan Cruttenden, 2014, *Gymson's Pronunciation of English*, (New York: Routledge), p. 31.

²⁴ E-book: Gerald Kelly, *How To Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), p. 5.

A useful way of describing consonants is by considering: whether or not the vocal cords are vibrating (voicing), where the blocking or restriction occurs in the mouth (place of articulation), and how the air passes through the mouth (manner of articulation).²⁵ All of those points will explain above:²⁶

(1) Voicing

One of the best ways to appreciate the difference between voiced and voiceless consonants is to put the palm of your hand against your Adam's apple (i. e., larynx) and alternate hissing like a snake /sssssss/ with buzzing like a bee /zzzzz/. When you buzz, you can feel your vocal cords vibrating: /z/ is a voiced sound. When you hiss, however, you feel nothing because the vocal cords are not moving: /s/ is a voiceless sound. Another way to experience the difference is to use your hands to cover your ears firmly while you alternate hissing /ssssss/ and buzzing / zzzzz /. When you hiss, you hear only air escaping; but when you buzz, you can hear the voicing or vibration quite clearly.

(2) Place of articulation

An important feature for the description of consonants is the exact place where the air-stream is obstructed. The place of

²⁵ E-book: Lynda Yates, and Beth Zielinski, 2009, *Give It a Go: Teaching Pronunciation to Adults*,p. 41.

²⁶ E-book: Marianne Celce Murcia, et. al., 1996, *Teaching Pronunciation (a Reference for Teachers of English to Speakers of Other Languages)*, (New York: Cambridge University Press), p.43-45.

articulation names the speech organs that are primarily involved in the production of a particular sound.²⁷

In the production of sounds, air passes through one or both of two passageways: the *oral cavity* (mouth) or the *nasal passageway* (nose), depending on whether the nasal passageway is blocked off or not. It is useful to differentiate between the articulator (the more movable part of the articulatory system) and the point or place of articulation, which is where the contact with the articulator occurs.

To produce a consonant, there is usually one active, mobile, lower speech organ that moves and makes contact with a passive, immobile, upper speech organ. For example, in the articulation of the last sound in the word *surf*, the air-stream is obstructed by the contact of the lower lip with the upper teeth. This sound is therefore called a "labiodental consonant", or simply a "labiodental" [from Latin *labialis*, 'of the lips', and *dentalis*, 'of the teeth'].²⁸

The main articulators used to produce sounds are the lower lip and the various parts of the tongue, which for descriptive purposes is further divided into parts: the tip and the blade (which constitute the front of the tongue), the body (which constitutes the mid- and back sections of the tongue), and the root (the back-most section down in the throat, which is not visible). Other articulators include the jaw, the *uvula* (the small moveable flap at the back of the soft palate - it moves

²⁷ Paul Skandera, et. al., 2005, *A Manual of English Phonetics and Phonology: Twelve Lessons with an Integrated Course in Phonetic Transcription*,.....p. 13.

²⁸ E-book: Paul Skandera, et. al., 2005, *A Manual of English Phonetics and Phonology: Twelve Lessons with an Integrated Course in Phonetic Transcription*,.....p. 13.

when you open your mouth and say "aaah"), the *velum* (the soft palate, which moves to open or close the nasal passageway), and the *vocal cords* (the vibrating bands of tissue within the larynx, or voice box).

Important points of articulation in English are the upper lip, the teeth, and the roof of the mouth - beginning with the *alveolar ridge* (the area just behind the front teeth) and continuing back through the hard palate area to the velum. According to the place of articulation, the consonant can be divided into:²⁹

- (a) **Bilabial:** sounds are produced with both lips: /b, p, m, w/ as in *buy*, *pie*, *my*, and *wool*. There is only one fortis bilabial in English, namely /p/ as in *peach*, whereas there are two lenis bilabials, /b/ as in *banarici* and /m/ as in *mango*.
- (b) **Labiodental:** sounds are produced with the upper teeth and inner lower lip by a movement of the lower lip against the upper teeth: /f, v/ as *fee* and *veal*. There is one fortis labiodental in English, /f/ as in *film*, and one lenis labiodental, /v/ as in *the video*. The bilabials and labiodentals form one larger group, the *labials* because they all make use of the lips.
- (c) **Dental, or interdental:** sounds are produced with the tongue tip and rims between the upper and lower teeth or against the upper teeth: /θ, ð/ as in *thick* and *then*. The two dentals in English are

²⁹ E-book: Paul Skandera, et. al., 2005, *A Manual of English Phonetics and Phonology: Twelve Lessons with an Integrated Course in Phonetic Transcription*, (Germany: Gunter Narr Verlag Tübingen), p. 20-22.

often popularly called "teeaitch" because of their spelling. They are the fortis /θ/ as in *thin* and the lenis /ð/ as in *this*.

- (d) **Alveolar:** sounds are produced with the tongue tip on or near the tooth ridge: /t, d, s, z, n, l/ as in *to*, *do*, *so*, *zoo*, *new*, and *light*. Those are made with the tongue tip coming near or touching the bony ridge behind the upper teeth, called the alveolar ridge. The two fortis alveolars are /t/ as in *tiger* and /s/ as in *snake*. The four lenis alveolars are /d/ as in *dolphin*, /z/ as in *zebra*, /n/ as in *nightingale*, and /l/ as in *leopard*.
- (e) **Post-alveolar:** sounds are made with the tongue tip approaching or touching the rear of the alveolar ridge or the area just behind it. There is only one postalveolar in English, namely the lenis /r/ as in *red*.
- (f) **Retroflex:** sounds are produced when the tip of the tongue is curled back to approach or make contact with the front part of the roof of the mouth, called *the hard palate*, just behind the alveolar ridge.
- (g) **Palato-alveolar:** sounds are made with the tongue tip touching the alveolar ridge, and with a simultaneous raising of the blade of the tongue towards the hard palate or It produced with the tongue blade or body near the hard palate by raising the front part of the tongue to the palate: /ʃ, ʒ, tʃ, dʒ/ as in *show*, *beige*, *chow*, *Jim*.
- (h) **Palatal:** sounds are produced when the body of the tongue comes near or touches the (hard) palate. The lenis /j/ as in *yes* is the only palatal in English. An example from another language is the final

sound in the High German pronunciation of the word *ich*, transcribed as [c].

- (i) **Velar:** sounds are made by placing the back of the tongue against or near the velum, or soft palate, or It produced with the tongue body on or near the soft palate by raising the back part of the tongue to the soft or the velum: /g, k, ŋ/ as in *go*, *kite*, and *hang*.
- (j) **Uvular:** sounds are made by moving the root or back of the tongue against the uvula, which is the appendage that hangs down from the velum. There are no uvular phonemes in English.
- (k) **Pharyngeal**, also **pharyngeal:** sounds are made when the root of the tongue is pulled back in the pharynx. There are no pharyngeal consonant phonemes in English. The palatal, the velar, the uvular, and the pharyngeal sounds are grouped as dorsal sounds because they all use the body of the tongue.
- (l) **Epiglottal:** sounds are produced by a movement of the epiglottis against the lower pharynx. Such sounds do not exist in English.
- (m) **Glottal:** sounds are produced in the larynx when air passes through the glottis by air passing from the windpipe through the vocal cords: /h/ as in *hi*. The only English phoneme that is articulated in this way is the fortis /h/ as in *hat*.

(3) Manner of articulation

In the production of consonant sounds, then, we can think of the air as moving through an obstacle course created by different configurations of the speech organs. As the air encounters these obstacles, different kinds of sounds are produced. The type of

obstacle course the air takes, referred to as the manner of articulation, and is another distinguishing feature of how consonants are produced.

The following summarizes the information on the manner of articulation:³⁰

Consonants can be divided into six major categories: stop plosives, nasals, the lateral, fricatives, glides, and affricates.

- **Stop:** The airstream is stopped or blocked completely before release or there is blocking of the vocal tract, and no nasal airflow, so the airflow stops completely: /p, b, t, d, k, g/.
- **Fricative:** Air is forced through a narrow passageway in the mouth or throat creating continuous friction: /f, v, θ, ð, s, z, ʃ, ʒ, h/.
- **Affricate:** The sound begins as a stop and is then released as a fricative: /tʃ, dʒ/.
- **Nasal:** Continuous air is released through the nasal cavity while the speech organs assume a stop like position or produced with a lowered velum, allowing air to escape freely through the nose: /m, n, ŋ/.
- **Approximant:** The airstream moves around the tongue in a relatively unobstructed manner: **liquids** /l, r/ and **glides** /w, y/.

Each of these is named for how the breath stream, or voice, is impeded or interrupted while producing the sound.

³⁰ E-book: Marianne Celce Murcia, et. al., 1996, *Teaching Pronunciation (a Reference for Teachers of English to Speakers of Other Languages)*, (New York: Cambridge University Press), p.46.

Clearly, in the production of any given consonant, both the place and manner of articulation and voicing (along with the other, secondary characteristics) figure prominently in determining what sound is produced. Only by combining all of the relevant articulatory features can we accurately describe English consonant sounds.³¹

b) Vowels

When we are listening to English we rely on vowels to recognize words. The way vowels are pronounced in stressed syllables is particularly important.³² The most common view is that vowels are sounds in which there is no abstraction to the flow of air as it passes from the larynx to the lips.³³ Vowels play a central role in the phonetics of English. While words can consist of vowels alone (e.g. ‘eye’, ‘awe’), they cannot consist of consonants alone. When an English speaker starts talking, we can often tell within a few syllables where they are from because of the vowels they use.³⁴ Ladefoged (2005: 26) defines a vowel as any sound that occurs in the middle of a syllable and is produced by nothing restricting the

³¹ E-book: Marianne Celce Murcia, et. al., 1996, *Teaching Pronunciation.....*, p.46.

³² Lynda Yates, and Beth Zielinski, 2009, *Give It a Go: Teaching Pronunciation to Adults*, (Sydney: the AMEP Research Centre), p. 53.

³³ E-book: Peter Roach, 1991, *English Phonetics and Phonology: a Practical Course*, (UK: Cambridge University Press), p. 10.

³⁴ Richard Ogden, 2009, *An Introduction to English Phonetics*, (Edinburgh: Edinburgh University Press), p. 56.

breath stream. English has, at minimum, 10 basic or pure vowels (Odisho 2003: 48, Peacock 2005: 104-106).³⁵

In English, there are 20 distinct vowel sounds (12 single vowels and 8 diphthongs that is, two vowel sounds said close together), and as with consonants, each can be represented by a phonemic symbol.

Vowels are produced when the airstream is voiced through the vibration of the vocal cords in the larynx and then shaped using the tongue and the lips to modify the overall shape of the mouth.

Tongue and lip movements result in varying shapes of the mouth, which can be described in terms of (1) closeness/openness, (2) frontness/backness, and (3) the shape of the lips. These are the three criteria for the description of vowel phonemes.³⁶

- (1) **‘Close’, ‘Mid’ and ‘Open’**, refers to the distance between the tongue and the roof of the mouth. If the tongue is high, as in the last sound of the word bee, it is close to the palate, and we, therefore speak of a **close vowel**. If the tongue is low, as in the third sound of the word starling, the gap between it and the palate is more open, and we speak of an **open vowel**. Between these extremes, there are three intermediate levels: If the tongue is in a mid-high position, i.e. a bit lower than high, the resultant sound is a **mid-close vowel** or **half-close vowel**. If it is mid-low, i.e. a bit higher than low, we hear a mid-open vowel or

³⁵ Richard Ogden, 2009, *An Introduction to English Phonetics*,..... p. 56.

³⁶E-book: Paul Skandera, et. al., 2005, *A Manual of English Phonetics and Phonology: Twelve Lessons with an Integrated Course in Phonetic Transcription*,.....p. 32.

half-open vowel. A vowel that is made with a tongue height somewhere between mid-high and mid-low is simply called a **mid-vowel**.

- (2) **‘Front’, ‘Centre’ and ‘Back’**, refers to the part of the tongue that is raised highest. If it is the front of the tongue (in which case the body of the tongue is pushed forward), as in the last sound in *bee*, we speak of a **front vowel**. If the back of the tongue is raised highest (in which case the body of the tongue is pulled back), as in the middle sound in *goose*, the resultant sound is a **back vowel**. Between these extremes, we recognise one intermediate position: If the centre of the tongue is raised highest, as in the second sound of the word *bird*, we speak of a **central vowel**.

- (3) **The shape of the lips** can be either spread, neutral, or round. English does not utilize this contrast very much. As in most other languages, the spreading of the lips usually correlates with frontness and lip-rounding with backness. This means that there are no two vowel phonemes in English that differ only in the shape of the lips. Many linguists, therefore, do not regard this criterion as relevant in English.

Vowels must be learned by *listening* and *imitating*: Connor could tell you that the English vowel /ɔ:/ as in *saw* is made by rounding the lips and by placing the back of the tongue in a position mid-way between the highest possible and the lowest possible position.

English vowels are divided into two kinds; those are long vowels and short vowels. Long vowels consist of /i:/, /ɜ:/, /a:/, /u:/, /ɔ:/, while short vowels consist of /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ʊ/, /ɒ/.

Each English vowel letter (a, e, i, o, u) can be pronounced as a short sound **and** one or more long sounds. For example, the letter ‘a’ can represent three common sounds. For example: The letter ‘a’ is pronounced as a short sound in **cat, pack, hand, man**; ‘a’ is pronounced as a longer sound in **cake, make, face** (adding the letter ‘e’ at the end makes ‘a’ longer); ‘a’ is pronounced as a longer sound in **cart, park, hard, are, far**.³⁷

Since the spreading or rounding of the lips cannot distinguish vowel phonemes in English, there are only two distinctive features for the description of all English vowels: closeness/openness and frontness/backness.³⁸

(1) Long Vowels

The symbols for long vowels are followed by a **length mark** made of two vertical dots. This length marks are not necessary because every vowel has its symbol, but it reminds us that some vowels are usually relatively long, and it seems to have established

³⁷ E-book: Susan Boyer, 2003, *Spelling and Pronunciation for English Language Learners*, (Australia: Boyer Educational Resources), p. 6.

³⁸ E-book: Paul Skandera, et. al., 2005, *A Manual of English Phonetics and Phonology: Twelve Lessons with an Integrated Course in Phonetic Transcription*,p. 33.

itself as an agreed standard. There are five long vowel phonemes and the description according to the two distinctive features.³⁹

- (a) The last sound in the word *bee*, represented by the symbol /i:/. The front of the tongue is raised so that it almost touches the palate, and the lips are slightly spread. A close front vowel.
- (b) The second sound in *bird*, represented by /ɜ:/. This sound is also well known as a hesitation sound, usually spelt *er*. The centre of the tongue is raised between mid-close and mid-open position, and the lips are in a neutral shape. A mid-central vowel.
- (c) The third sound in *starling*, represented by /ɑ:/. The part of the tongue between the center and the back is lowered to fully open position, and the lips are in a neutral shape. An open central-back vowel.
- (d) The second sound in *horse*, represented by /ɔ:/. The back of the tongue is raised between mid-close and mid-open position, and the lips are rounded. A mid-**back vowel**.
- (e) The middle sound in *goose*, represented by /u:/. The back of the tongue is raised so that it almost touches the palate, and the lips are moderately rounded. A **close back vowel**.

How long a vowel is in English depends on several factors. The two most important factors are the following sound and stress.⁴⁰

- (a) The following Sound

³⁹ E-book: Paul Skandera, et. al., 2005, *A Manual of English Phonetics*,.....p. 35-36.

⁴⁰ E-book: Rebecca M. Dauer, 1993, *Accurate English: a Complete Course in Pronunciation*,p. 25.

The length of vowel changes depending on the following sound. All vowels are shorter before *voiceless consonants* / p, t, k, f, θ, s, ʃ, tʃ/ than before voiced consonants or before a pause (in open syllables). Note that /i/ in *beat* is shorter than /ɪ/ in *bid*, and /eɪ/ in *late* is shorter than /e/ in *led*.

(b) Stress

The colon (:) following the phonemic symbol signals that the vowel is long. Say a short vowel and then a long vowel from the above lists and feel the difference in length. We must remember though that although vowels are described as short or long, the length of a vowel also depends on whether it is stressed, so short vowels might seem longer in a stressed syllable and long vowels might seem shorter when in an unstressed syllable.⁴¹ Vowels are shorter when they are unstressed than when they are stressed (when followed by the same sounds). Many vowels also change in quality when they are unstressed.

Shorter Vowel-Unstressed

percent /pə'sent/

all of it /'ɒləv ɪt/

visit /'vɪzɪt/

Longer Vowel- Stressed

person /'pɜːsn/

I love it /aɪ'ləvɪt/

to sit /tə'sɪt/

(c) Vowel Quality

/ɪ, e, ə, ʊ/ are all relatively short vowel in English are shorter than /i, eɪ, ɑ, u/ when they are followed by the same sound. Note that /ɪ, e,

⁴¹ E-book: Lynda Yates, and Beth Zielinski, 2009, *Give It a Go: Teaching Pronunciation to Adults*,.....p. 54.

ə, ʊ/ do not occur in stressed open syllables; that is, they must always be followed by a consonant when they are stressed.

Shorter Vowel

bit /bɪt/

red /red/

cup /kʌp/

look /lʊk/

Longer Vowel

beat /bi:t/

raid /reɪd/

cop /kɑp/

luke /lu:k/

(d) Tongue position

Vowels can be described according to where we put our tongue when we say them. We usually describe this position by referring to the horizontal position (that is, how far forward or back) and vertical (that is, how high or low in the mouth) it is.⁴²

Shorter Vowel

My *new* shirt is dirty.

Your *bag* is on the floor.

Longer Vowel

My shirt is *new*.

That's your *bag*.

(2) Short vowels

A single vowel letter is generally pronounced as a **short sound** when it is followed by a single consonant letter in short words, as in the following examples: tap kit not hat us.⁴³ English has a large number of vowel sounds; the second ones to be examined are short

⁴² E-book: Lynda Yates, and Beth Zielinski, 2009, *Give It a Go: Teaching Pronunciation to Adults*,.....p. 54.

⁴³ Susan Boyer, 2003, *Spelling and Pronunciation for English Language Learners*....., p. 36.

vowels. The symbols for these short vowels are /ɪ, e, æ, ʌ, ʊ/.⁴⁴ Paul Skandera now does the same for the 7 short vowel phonemes:⁴⁵

- (a) The middle sound in *fish*, represented by /ɪ/. The part of the tongue between the front and the center is raised to just above the mid-close position, and the lips are slightly spread. A mid-**close front-central vowel**.
- (b) The first sound in *egg*, represented by /e/. The front of the tongue is raised between mid-close and mid-open position, and the lips are slightly spread. A mid-**front vowel**.
- (c) The first sound in *apple*, represented by /æ/. The front of the tongue is raised between mid-open and fully open positions, and the lips are slightly spread. A mid **open-open front vowel**.
- (d) The second sound in *butter*, represented by /ʌ/. The center of the tongue is raised between a mid-open and fully open position, and the shape of the lips is neutral. A mid-**open-open central vowel**.
- (e) The first sound in *olive*, represented by /ɒ/. The back of the tongue is lowered to almost fully open position, and the lips are slightly rounded. An **open back vowel**.
- (f) The second sound in *pudding*, represented by /ʊ/. The part of the tongue between the center and the back is raised to just above the mid-close position, and the lips are rounded. A mid-**close central-back vowel**.

⁴⁴ E-book: Peter Roach, 1991, *English Phonetics and Phonology: a Practical Course*,.....p. 14.

⁴⁵ E-book: Paul Skandera, et. al., 2005, *A Manual of English Phonetics and Phonology: Twelve Lessons with an Integrated Course in Phonetic Transcription*,..... p. 36.

(g) The third sound in *spaghetti*, the first sound in *ago*, or the last sound in *mother*, represented by /ə/. The focus of the tongue is raised between mid-close and mid-open position, and the lips are in a neutral shape. A mid-**central vowel**.

A diphthong is included in a vowel sound with a specific feature. A diphthong is a glide from one vowel to another, and the whole glide acts like one of the long, simple vowels; so we have bi:, bɑ:, bɔ: and also beɪ, b əu, baɪ, baʊ, bɔɪ, bie, beə, buə. The diphthongs of English are in three groups: those which end in /ʊ/, /əʊ, aʊ/, those which end in /ɪ, /eɪ, aɪ, ɔɪ), and those which end in /ə/, /ɪə, eə, ʊə/.⁴⁶

A diphthong is a sound that occurs by the movement of one vowel to another. According to Kelly, a diphthong is a combination of two vowel sounds and involving a movement from one vowel sound to another (like /eɪ/, as in rain). Linda Yates said to them by starting with one vowel and gliding into another. Although they are made up of two vowels they are heard as one phoneme, not two. Diphthongs can be described according to the vowel they glide to, as we can see in the following table. Say the two vowels in each of the diphthongs separately and then glide from the first to the second to hear how they combine to form the diphthong.⁴⁷

Diphthongs can be divided into three groups: (1) **Centring diphthongs** end with a glide toward /ə/ such as: /eə / as in the word

⁴⁶ J. D. O'Connor, 1980, *Better English Pronunciation*, (UK: Cambridge University Press), p. 84.

⁴⁷ Lynda Yates, and Beth Zielinski, 2009, *Give It a Go: Teaching Pronunciation to Adults*,.....p. 57.

air, /ɪə/ as in *ear*, and /ʊə/ as in *tour*, they are called 'centring' because /ə/ is a central vowel. (2) **Closing diphthongs** move towards a closer vowel. Of the 5 closing diphthongs in English, 3 moves towards /ɪ/, namely /eɪ/ as in *face*, /aɪ/ as in *mind*, and /ɔɪ/ as in *voice*. (3) **Opening diphthongs** move towards a more open vowel. They do not exist in English.⁴⁸

In the Indonesian language, there are only 5 vowels, 21 consonants, and 3 diphthongs. Actually, there are only 5 phonemes in Indonesian vowels. There is no emphasis given to differentiate the sounds as there is no impact on the meaning of the words. This habit of using only one kind of vowel in Indonesian has caused the learners to practice the same custom when pronouncing English vowels. They faced some difficulties when they had to decide which should be pronounced with short or long vowels. They should be reminded often that different from the vowels in the Indonesian language, the short and long vowels in English should be pronounced accurately as they determine the meaning of the words.⁴⁹

E-book: Paul Skandera, et. al., 2005, *A Manual of English Phonetics and Phonology: Twelve Lessons with an Integrated Course in Phonetic Transcription*,.....p. 38-40.

E-book: Marcella Melly Kosasih, 2017, "Native Language Interference in Learning English Pronunciation: a Case Study at a Private University in West Java, Indonesia", *International Journal of Education and Research*, (Vol. 5 No. 2 February), p. 139.

2. Teaching English Pronunciation

Teaching English pronunciation is a long process, so it is recommended to return to familiar tongue twisters after a while.⁵⁰ In this process, teachers' and learners' role is crucial. The teachers' roles are helping learners hear and make sounds. Learners able to imitate new sounds, but if they cannot teachers help them to give some signs that can help them to make the new sound. In the teaching-learning process, learners only respond to what the teacher asks. If learners do not take action and do not try to realize their effort, the improvement of them is minimal.

As mentioned above, teaching English pronunciation has plans. First, a teacher should be aware of learners' difficulties with particular first language groups and she should prepare the activities that focus on related problems. Second, a teacher checked the learners' pronunciation weakness and give some activities that focus on that. The last, teachers identify what part that can be used in a specific area of pronunciation.

The teaching English pronunciation has always been involved with different perspective languages from other language skills. The effect of the first language concerning pronunciation is bigger in contrast with the acquisition of morphology and syntax.

⁵⁰ Yana V. Korolkova et al., 2015, "Effective Techniques for Working with the Tongue Twister in the Elementary Level of Training Russian as a Foreign Language", *International Conference for International Education and Cross-cultural Communication Problems and Solutions* (IECC-2015, 09-11 June 2015/ Procedia - Social and Behavioral Sciences 215), p. 106.

a. Teacher's and Learners' Roles in Teaching English Pronunciation

Teachers' and learners' roles are very important in a pronunciation class. Teachers should comprehend and do their roles well. Here are some teachers' and learners' roles as explained by Kenworthy:

1) Teachers' Roles

There are several important factors of a teacher in teaching English pronunciation as follows:

a) Helping learners hear

It means that a teacher must help learners perceive sounds. Learners will have a strong tendency to hear the sounds of English in terms of the sounds of their native language. It is influential for teachers to introduce the categories because each language has its categories. Teachers need to check that their learners are hearing sounds according to the appropriate categories and help them to develop new groups if necessary.

b) Helping learners make sounds

Some sounds of English do not occur in other languages. Sometimes learners will be able to imitate the new sound, but if they can't then the teacher needs to be able to give some hints which may help them to make the new sound(s).⁵¹

⁵¹ E-book: Joanne Kenworthy, 1987, *Teaching English Pronunciation*,.....p. 2.

Learners usually able to imitate a new sound, but if they cannot then the teacher should give a clue which may help learners to produce new sounds.

c) Providing feedback

Both the above tasks require the teacher to tell learners how they are doing. Often learners themselves can't tell if they've 'got it right; the teacher must provide them with information about their performance. In other cases, learners may overdo something - they may make inaccurate assumptions about the way English is pronounced, perhaps because of the way it is written.⁵²

Teachers must concern about their learners' progress by assessing learners' performance to see the extent of their failure or success.

d) Pointing out what is going on

Learners need to know what to pay attention to and what to work on because speaking is for the most part unconsciously controlled, learners may miss something important. For example, they may not realize that when a particular word is stressed or said differently this can affect the message that is sent to the listener. Teachers need to make learners aware of the potential of sounds - the resources available to them for sending spoken messages.

e) Establishing priorities

Learners themselves will be aware of some of the features of their pronunciation that are different, but they will not be able to tell if

⁵² E-book: Joanne Kenworthy, 1987, Teaching English Pronunciation, (New York: Longman Inc.), p. 2.

this is important or not. They may notice that something about their pronunciation is not like the way English people do it and may automatically try to change this, but their efforts are misplaced because that feature is a refinement, or acceptable to the English ear, or not essential for intelligible speech.

A teacher must help the learners establish a suitable plan for action by recognizing the purpose of their pronunciation learning such as native-like pronunciation, acceptable pronunciation to the English ear, and intelligible speech.

f) Devising activities

Learning pronunciation is too complex that the teacher must consider what types of exercises and activities will be helpful. The teachers must keep in mind to create good activities, giving opportunities to the learners for practice, experiment, and exploration. In designing activities for learning, teachers must also keep in mind that certain activities suit the learning styles and approaches of some learners better than others.

g) Assessing progress

This role is a type of feedback – learners find it difficult to assess their progress so teachers must provide the information. This is especially difficult in the elusive activity of making sounds', but information about progress is often a crucial factor in maintaining motivation.⁵³ The teachers have to provide the learners' information

⁵³ E-book: Joanne Kenworthy, 1987, *Teaching English Pronunciation*, p. 2.

about their performance. Many teachers ignore this role, whereas, in fact, it is crucial for maintaining learners' motivation.

These three points are important aspects of the teacher's role. A teacher who demonstrates concern for the pronunciation and speaking skills of learners will stand a good chance of instilling a similar concern in the learners themselves. A teacher who pays little or no attention to matters of pronunciation will probably induce a complacent attitude in learners.

2) Learner's Role

It is simply said that all learners need to do is to respond. But it is not as simple as that. This kind of attitude ignores the fact that ultimately success in pronunciation will depend on how much effort the learner puts into it. It means that learners must pay attention to the teachers' explanation and have a big willingness to take responsibility for his or her learning. The teacher may be highly skilled at noticing mispronunciations and pointing these out, but if learners take no action and do not try to monitor their efforts, then the prospects of change or improvement are minimal.⁵⁴

b. The Goal of Teaching English Pronunciation

Some time ago it might have been said that the goal should always be native-like pronunciation except for a few highly gifted and motivated individuals. Even though it was realized that this would be achieved by relatively few, most people now think that this is an

⁵⁴ E-book: Joanne Kenworthy, 1987, *Teaching English Pronunciation*, p. 2.

inappropriate goal for most learners.⁵⁵ As Ur (1996) concedes, the aim of pronunciation is not to achieve a perfect imitation of native accent but to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other speakers. The idea that learners should speak and sound like native speakers is not the trend nowadays; apart from being neither a rather unrealistic idea, nor it is a necessary one for effective communication in English.⁵⁶ If we did mispronounce while speaking, it would make the listener overused to understand what we are talking about, and we would be able to give different intentions for the listener. Furthermore, it can be one of the factors which can lead to the conversation breakdown misunderstandings. Native would be overused to understand our true intention when the pronunciation of words in speaking was wrong. It is the crucial starting point for all spoken language since thoughts must be articulated in sound to be heard and so to become a message that can be communicated to another person.⁵⁷ There are hundreds of stories told of misunderstandings caused by mispronunciation. Sometimes there is laughter, sometimes people walk out in anger, and on at least one occasion there was very nearly an International Incident. There may be only one, tiny difference between the word the speaker said and the word he thought he was saying. Suppose there

⁵⁵ E-book: Joanne Kenworthy, 1987, *Teaching English Pronunciation*, (New York: Longman Inc.), p. 3-4.

⁵⁶ E-book: Linda Lane and H. Douglas Brown, 2010, *Tips for Teaching Pronunciation: A Practical Approach*,....., p. 2.

⁵⁷ E-book: Linda Lane and H. Douglas Brown, 2010, *Tips for Teaching Pronunciation: A Practical Approach*,....., p. 2.

were two or three 'mistakes' in pronunciation, the consequences could be: (a) offence to the listener, (b) misunderstanding by the listener, (c) complete lack of comprehension by the listener, (d) a listener so exhausted by the effort of trying to interpret what it is you're trying to say that he gives up and goes and talks to someone else.⁵⁸

As scholars such as Derwing and Munro (2005) or Goodwin (2001) argue that it is teachers' role to help ESL learners to set realistic goals for pronunciation instruction and these goals do not target accents like the natives.⁵⁹ A more modest and realistic goal is to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate.⁶⁰ More realistic pronunciation goals are intelligibility, confidence in speaking, and a reduction of accent features that distract the listener's attention from intelligible messages (Morley 1994, Gilbert 1980, Celce-Murcia et al. 1996). A gentle accent, together with accuracy in other areas of English (grammar, word choice), can even be an advantage, conferring on the speaker's positive qualities like sophistication and intelligence. While these are not modest goals

⁵⁸ E-book: Mimi Ponsonby and Duncan, 1987, *How Now Brown Cow? A Course in the Pronunciation of English with Exercises and Dialogues*, (New York: Prentice Hall), p. viii.

⁵⁹ Nuria Edo Marza, 2014, "Pronunciation and Comprehension of Oral English in the English as a Foreign Language Class: Key Aspects, Students' Perceptions and Proposals", *Journal of Language Teaching and Research*, (Vol. 5, No. 2, pp. 262-273, March), p. 263-264.

⁶⁰ E-book: Marianne Celce Murcia, et. al., 1996, *Teaching Pronunciation (a Reference for Teachers of English to Speakers of Other Languages)*,.....p. 8.

and not all students achieve them, most students can (and do) learn to speak more clearly and confidently.⁶¹

Burns and Claire (2003) added that it is prominent for the speaker of English to achieve:

- 1) intelligibility (the speaker produces sound patterns that are identifiable as English),
- 2) comprehensibility (the listener can understand the meaning of what is said), and
- 3) Interpretability (the listener can understand the purpose of what is said).

For example, a speaker might say *It's hot today* as *IS ho day*. That example is unlikely to be intelligible because of the inaccurate sound. As a result, a listener would not find the speaker comprehensible, because meaning is not available. Since the speaker is incomprehensible, the listener would also not be able to understand the utterance.

Intelligibility refers to the degree to which a listener can recognize words, phrases, and utterances (Smith and Nelson 1985, Smith 1992, Derwing and Munro 1997). In research, it is usually measured by asking listeners to transcribe nonnative speech and comparing the words listeners recognize with the words speakers intend. Another term, comprehensibility, describes the ease with which listeners can understand a nonnative speaker (Derwing and Munro 2005). "Comfortable intelligibility" is also used in this sense

⁶¹ E-book: Linda Lane and H. Douglas Brown, 2010, *Tips for Teaching Pronunciation: A Practical Approach*,....., p. 2.

(Abercrombie 1949, Kenworthy 1987, 16). Accent refers to noticeable differences between native and nonnative pronunciations. While intelligibility, comprehensibility, and accent are interwoven, they are also, to a certain extent, independent. It is possible, for example, for even heavily accented speech to be intelligible. Voice quality refers to pronunciation features that are generally present in native speech, as the average level of pitch.⁶²

The goal of intelligibility is uncontroversial: Without intelligibility, communication is impossible. Considering all areas of language, errors with pronunciation and word choice (the choice of an inappropriate word to express a speaker's meaning) are the two types of errors most likely to make a student incomprehensible (Gass and Selinker 2001, 266). Grammatical errors, such as omitting the past tense in a sentence (e.g., Last night I go to a movie) rarely lead to unintelligibility, although a large number of grammatical errors, together with pronunciation errors, can reduce comprehensibility (Varonis and Gass 1982), as can no pronunciation discourse errors (Tyler 1992).⁶³

c. Problems and Approaches in Teaching English Pronunciation

There are two problems in teaching English pronunciation. Firstly it tends to be ignored. Secondly, it tends to be receptive to a

⁶² E-book: Linda Lane and H. Douglas Brown, 2010, *Tips for Teaching Pronunciation: A Practical Approach*,....., p. 2.

⁶³ E-book: Linda Lane and H. Douglas Brown, 2010, *Tips for Teaching Pronunciation: A Practical Approach*,....., p. 2.

particular problem that has appeared in the classroom rather than being strategically planned.

1) A paradox

Feelings of doubt experienced by the teacher about how to teach pronunciation, causing pronunciation tends to experience neglect. Many experienced teachers will admit a lack of knowledge about pronunciation theory. Therefore, they may feel the need to improve their practical skills in teaching pronunciation. Although trainees and less experienced teachers may be very interested in pronunciation, their attention to grammar and vocabulary tends to take precedence. Language learners, on the other hand, often show great enthusiasm for pronunciation. They feel it is something that will help them communicate better.⁶⁴

Paradoxically, even though both the teacher and the students are interested in the subject, this subject still experiences neglect, so that the pronunciation teacher needs to have a good foundation in theoretical knowledge, practical classroom skills, and access to good ideas for class activities.

2) From reactive to planned teaching

Reactive teaching is necessary for teachers to deal with grammatical and lexical difficulties appearing in the classroom so that a lot of pronunciation teaching tends to be done as an answer to mistakes made by students in a class. However, when it comes to planning a lesson or devising a timetable of work to be cheered,

⁶⁴ I E-book: Linda Lane and H. Douglas Brown, 2010, *Tips for Teaching Pronunciation: A Practical Approach*,....., p. 2.

teachers tend to make grammar their first concern. Lexis follows closely behind, with items of vocabulary and longer phrases being 'slotted in' where appropriate.⁶⁵ The teacher should focus more on particular language structures or lexis as the first interest.

Lessons that focus on the structure of a particular language or lexis need to involve the pronunciation feature to give learners the full picture.⁶⁶ This is very important for the understanding of pronunciation learners, thus providing better opportunities to be able to communicate successfully.

Teachers can anticipate the pronunciation difficulties their learners are likely to experience, and further plan their lessons accordingly. There will still, of course, be reactive work to be done in the classroom, just as there is with grammar and lexis. While planning, teachers should decide what pronunciation issues are relevant to the particular structures and lexis being dealt with in the lesson. Integrating pronunciation teaching fully with the study of grammatical and lexical features has a further incremental benefit that learners will increasingly appreciate the significance of pronunciation in determining successful communication.⁶⁷ By anticipating and planning, the teachers can present a fuller analysis to learners, and give them the opportunity for fuller language practice.

⁶⁵ E-book: Linda Lane and H. Douglas Brown, 2010, *Tips for Teaching Pronunciation: A Practical Approach*,....., p. 2.

⁶⁶ E-book: Gerald Kelly, *How To Teach Pronunciation*,.....p. 13-14.

⁶⁷ E-book: Gerald Kelly, *How To Teach Pronunciation*,.....p. 13-14.

In view and throughout this book, sample lessons are split into three primary kinds:⁶⁸

- Integrated lessons, in which pronunciation is an important component of the language analysis and scheduling phase and the language presentation and exercise of the class. Remedial or reactive lessons, where a pronunciation problem that occurs in class is dealt with there and then to promote the effective accomplishment of school duties.
- Practice lessons, in which a specific characteristic of pronunciation is isolated and practised for its sake, it forms the primary focus of the lesson period.

d. Factors that Affect in Teaching English Pronunciation

These factors focus on the learner and involve the effects of age, exposure to the target language, aptitude, attitude and motivation, and the role of the learner's first language on the phonological acquisition of a second language.

In factors such as learners' ages and amount and type of prior language, Leather and James as teachers in the pronunciation classroom need to be aware of how these factors figure in determining performance in speaking English (or alternatively in colouring attitudes toward such performance). For those factors that we can influence (i.e., attitude and motivation), we need to be aware to what degree they determine the acquisition of target language phonology.⁶⁹

⁶⁸ Gerald Kelly, *How To Teach Pronunciation*,.....p. 14.

⁶⁹ E-book: Marianne Celce Murcia, et. al., 1996, *Teaching Pronunciation (a Reference for Teachers of English to Speakers of Other Languages)*,.....p. 14-19.

1) Age

Given the ability of many adult second-language learners to achieve goals such as morphology and syntax skills, their apparent inability to acquire native pronunciation skills has often fascinated linguists as well as non-linguists. Scovel (1969, 1988) terms this lack of adult facility in acquiring second language pronunciation the "Joseph Conrad phenomenon" after the famous Polish-born author who, despite the brilliant control of the lexis, syntax, and morphology of English displayed in his literary works, was unable to reach anywhere near the same levels of perfection in his acquisition of English phonology. (Conrad's speech remained partly unintelligible to English speakers throughout his life.) Subscribing to the philosophy "You can't teach an old dog new tricks," many would claim along with Scovel that adults are unable to achieve perfect or target-like pronunciation in a second language. This view goes hand in hand with the generally held notion that prepubescent children with adequate exposure to a second language can achieve perfect or near-perfect pronunciation with relative ease.⁷⁰ That way, learning a second language is easily learned by prepubescent children who can achieve perfect pronunciation or partial perfect with relative ease compared to adults with a lack of facilities, they cannot reach perfect or targeted - Can speak in a second language.

⁷⁰ E-book: Marianne Celce Murcia, et. al., 1996, *Teaching Pronunciation (a Reference for Teachers of English to Speakers of Other Languages)*,.....p. 14-19.

More recently, cognitive scientists have concerned themselves with the issue of ageing as it relates to brain plasticity and the creation of perceptual networks. Research in the field further indicates that children and adults perceive sounds in a very similar manner (Lieberman and Blumstein 1988), and that differences between the two age groups may be related more to the information available (i.e., to external circumstances) than to any innate differences in ability (Massaro 1987). In fact, according to cognitive scientists, the idea of the adult brain "atrophying" or in some way becoming incapable of producing new sounds is an erroneous one, since the brain retains a measure of flexibility or "plasticity" throughout its life (Diamond 1988).⁷¹ Although adults cannot reach perfection in a second language, that does not mean understanding the adult brain stop developing because, throughout life, the brain can maintain its plasticity.

However, it is undoubtedly the case that adults will acquire the phonological system of a second language in a manner different from that of their first language, given that the acquisition of the new sounds in the second language must be integrated into already existing neural networks. As Jacobs puts it (1988: 327), "Biological factors impose limitations much the same as psychological and sociocultural factors . . . , but none of these variables in isolation impose an

⁷¹ E-book: Marianne Celce Murcia, et. al., 1996, *Teaching Pronunciation (a Reference for Teachers of English to Speakers of Other Languages)*,.....p. 14-19.

absolute upper bound on [second language acquisition]."⁷² Adults are then capable of rising to the challenge of performing competently in a new sound system.

The implications of the foregoing theories concerning the teaching of pronunciation deserve reflection. For example, if (as some research indicates) adults are capable of acquiring a high degree of pronunciation accuracy in a second language but are more impeded in their acquisition of target language phonology by nonlinguistic factors than are children, then we need to build into courses for adults more fluency and confidence-building activities; we should also have our adult learners seriously examine their personal goals in the pronunciation class. Likewise, if Scovel's (1988) claims concerning the inability of most adults to achieve target-like pronunciation are valid, then teachers need to redefine the goal of the pronunciation class as comfortable intelligibility rather than accuracy, and ensure that this goal is reflected in the methods, activities, and materials of the ESL class.⁷³ Adults have obstacles in the acquisition of the target language phonology by nonlinguistic factors than children, so adult needs a course in second language acquisition learning that has a certainty to focus more on fluency and trust-building activities.

⁷² E-book: Marianne Celce Murcia, et. al., 1996, *Teaching Pronunciation (a Reference for Teachers of English to Speakers of Other Languages)*,.....p. 14-19.

⁷³ E-book: Marianne Celce Murcia, et. al., 1996, *Teaching Pronunciation (a Reference for Teachers of English to Speakers of Other Languages)*,.....p. 14-19.

2) Exposure to the Target Language

According to the language learning theories of Postovsky (1974), Asher (1977), and Krashen (1982), among others, learners acquire language primarily from the input they receive, and they must receive large amounts of comprehensible input before they are required to speak. If true, learners' exposure to the target language will be a critical factor in determining their success. In ESL settings especially those learners have little opportunity to surround themselves with native input in the target language. The burden will be more on the teacher to provide an adequate model of the target language, and to ensure that students have opportunities outside the classroom such as in language-laboratory or learning-center environments, the teacher will be responsible for encouraging the use of target language outside the classroom, so students experience samples from authentic oral discourse of native speakers. However, even in ESL settings, where the learners are surrounded by the English-speaking world, many speakers live in linguistic "ghettos" with relatively little exposure to native speakers of the target language in their homes and even in their work sites. Again, in such cases, the teacher should try to maximize learners' exposure to the target, and to encourage them to expand their domains of linguistic competence, stressing the importance of language exposure in the process of acquiring all aspects of language: pronunciation, grammar. and vocabulary.⁷⁴ The importance of

⁷⁴ E-book: Marianne Celce Murcia, et. al., 1996, *Teaching Pronunciation (a Reference for Teachers of English to Speakers of Other Languages)*,.....p. 14-19.

language exposure in the process of obtaining all aspects of language: pronunciation, grammar, and the vocabulary needs to be emphasized by the teacher. Teachers should try to maximize students' exposure to the target language, and encourage them to expand their own domains to linguistic competence. The teacher has an important role to provide input for students to encourage the use of target languages outside the classroom because the input received by students in the acquisition of target languages can affect the success of students in speaking.

3) Aptitude, Attitude, and Motivation

Are some learners inherently more capable of acquiring a good pronunciation than others? Skehan's (1989) overview of Carroll's (1965, 1981) research on language aptitude is useful here. According to Carroll, four traits constitutes language aptitude:

- a) Phonemic coding ability: the capacity to discriminate and code foreign sounds such that they can be recalled.
- b) Grammatical sensitivity: the ability to analyze language and figure out rules.
- c) Inductive language learning ability: the capacity to pick up the language through exposure.
- d) Memory: the amount of rote learning activity needed to internalize something (a new sound, a lexical item, a grammatical rule, the pronunciation or spelling of a word, etc.)

The main concern here is the first trait, although the memory trait is also relevant. Some learners are fairly balanced in these four traits, whereas others have very strong patterns of strength and weakness.

Learners weak in phonemic coding ability would, therefore, have much more difficulty achieving a readily intelligible pronunciation than those with high aptitude in this domain. Teachers (and pronunciation syllabuses) need to be sensitive to such learner differences and not expect all learners to achieve the same level of success in the same amount of time.⁷⁵ Each student has strengths and weaknesses that vary according to the talents of each student, so the teacher cannot force the success of students at the same time.

4) The Role of the Native Language

Whether our learners are from a homogeneous language group (as is most often the case in ESL settings) or from diverse language backgrounds (as is common in ESL classrooms), we need to consider their native language(s) in deciding on pronunciation priorities. For this, we can draw on a growing body of research in second language phonology. This field concerns itself with questions such as the following:⁷⁶

- a) To what degree is the process of phonological acquisition in one's first language similar to the process of acquiring the sound system of a second language?
- b) To what degree do pronunciation patterns acquired in one's first language govern or determine the process of second language phonological acquisition?

⁷⁵ E-book: Marianne Celce Murcia, et. al., 1996, *Teaching Pronunciation (a Reference for Teachers of English to Speakers of Other Languages)*,.....p. 14-19.

⁷⁶ E-book: Marianne Celce Murcia, et. al., 1996, *Teaching Pronunciation (a Reference for Teachers of English to Speakers of Other Languages)*,.....p. 14-19.

- c) Are there underlying language universals in the acquisition of phonology? How can these universals help us gain insights into learners' pronunciation of the target language?.

The role of the native language can affect the pronunciation of the target language, resulting in difficulties in the pronunciation of the target language.

e. Techniques in Teaching Pronunciation

We can begin to answer the question of how to teach pronunciation as part of the Communicative Approach by reviewing the kinds of techniques and practice materials that have traditionally been used - and are still being used - to teach pronunciation. The following is a fairly comprehensive list of:⁷⁷

- 1) *Listen and imitate*: A technique used in the Direct Method in which learners listen to a teacher-provided model and repeat or imitate it.⁷⁸ This technique has been enhanced by the use of tape recorders, language labs, and video recorders.
- 2) *Phonetic training*: Use of articulatory descriptions, articulatory diagrams, and a phonetic alphabet (a technique from the Reform Movement, which may involve doing phonetic transcription as well as reading the phonetically transcribed text).
- 3) *Minimal pair drills*: A technique introduced during the Audio-lingual era to help learners distinguish between similar and

⁷⁷ E-book: Mariane Celce Murcia, et. al., 1996, *Teaching Pronunciation (a Reference for Teachers of English to Speakers of Other Languages)*, p.8 -10.

⁷⁸ This includes, for example, having a Spanish speaker imitate the accent of an English speaker in Spanish in order to then transfer that "accent" to English.

problematic sounds in the target language through listening discrimination and spoken practice. Minimal pair drills typically begin with word-level drills and then move on to sentence-level drills (both paradigmatic and syntagmatic).

- 4) *Contextualized minimal pairs*: Bowen's (1972, 1915b) attempt to make minimal pair drills responsive to Cognitive Approach criticisms of meaninglessness and lack of context. In the technique, the teacher establishes the setting (e.g., a blacksmith shoeing a horse) and presents key vocabulary; learners are then trained to respond to a sentence stem with the appropriate meaningful response (a or b):

Sentence stem

The blacksmith (a. hits / b. heats) the horseshoe.

Cued learner response

a. With the hammer / b. in the fire.

- 5) *Visual aids*: Enhancement of the teacher's description of how sounds are produced by audiovisual aids such as sound-colour charts, Fidel wall charts, rods, pictures, mirrors, props, realia, etc. These devices are also used to cue the production of the target sounds.
- 6) *Tongue twisters*: A technique from speech correction strategies for native speakers (e.g., "She sells seashells by the seashore.")
- 7) *Developmental approximation drills*: A technique suggested by first-language acquisition studies in which second-language speakers are taught to retrace the steps that many English-

speaking children follow as they acquire certain sounds in their first language. Thus just as children learning English often acquire /w/ before /r/ or /y/ before /l/, adults who have difficulty producing /l/ or /r/ can be encouraged to begin by pronouncing words with initial /w/ or /y/, and then shift to /r/ or /l/, respectively:

/w/ → /r/	/y/ → /l/
wed red	yet let
wag rag	yes less
witch rich	you Lou
wipe ripe	young lung

- 8) *The Practice of vowel shifts and stress shifts related by affixation*: A technique based on rules of generative phonology (Chomsky and Halle 1968) used with intermediate or advanced learners. The teacher points out the rule-based nature of vowel and stress shifts in etymologically related words to raise awareness; sentences and short texts that contain both members of a pair may be provided as oral practice material:

Vowel shift: mime (long i) mimic (short i)

Sentence context: Street mimes often mimic the gestures of passersby.

Stress shift: PHOtograph phoTOGraphy

Sentence context: I can tell from these photographs that you are very good at *photography*.

- 9) *Reading aloud recitation*: Passages or scripts for learners to practice and then read aloud, focusing on stress, timing, and intonation. This technique may or may not involve memorization of the text, and it usually occurs with genres that are intended to be spoken, such as speeches, poems, plays, and dialogues.
- 10) *Recordings of learners' production*: Audio- and videotapes of rehearsed and spontaneous speeches, free conversations, and role-plays. Subsequent playback offers opportunities for feedback from teachers and peers as well as for teacher, peer, and self-evaluation.
- 11) *Repetition Drill*
- Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialog.⁷⁹

3. Tongue Twister

a. Definition of Tongue Twister

There are many experts defined what tongue twister is, follows are some definitions of a tongue twister.

A tongue twister is a sentence or phrase that is intended to be difficult to say, especially when repeated quickly and often.⁸⁰ Moreover, according to Bailey, tongue twister is a popular game enjoyed by children and adults alike. This activity is aimed to consolidate the English sounds students have learned by creating a

⁷⁹ Dianne Larsen Freeman, 2000, *Techniques and Principle in Language Teaching*. (Oxford: Oxford University Press), p. 48.

⁸⁰ *Cambridge Advanced Learner's Dictionary, Third Edition*.

game-like atmosphere for practice. It is wise to include tongue twister that highlight particularly problematic minimal sound differences (e.g., pronunciation of /f/ and /v/; /s/ and /ʃ/; /f/ and /θ/).⁸¹

According to Vas (2006), tongue twister is “a word, phrase or sentence which is difficult to utter rapidly due to the repetition of similar sounds or alliteration of the consonants”.⁸²

NCDC (2008:7) assumed that tongue twisters are “characterized by the repetition of certain sounds and words or phrases with emphasis on pronunciation, stress, intonation, speed, and speech”. They are also intended to help the learners identify the difference between similar and confusing letter sounds.

Carmen (2010: 114) stated that “a tongue-twister is a sequence of words that is difficult to pronounce quickly and correctly.”

Meanwhile, according to the Cambridge Advanced Learners Dictionary, tongue twister is “a sentence or phrase that is intended to be difficult to pronounce, especially when repeated quickly and often”. It usually consists of words that have close sounds. The words are listed all together in a sentence and pronounced continuously.

From all definition above, the writer may conclude that tongue twister is “sequence of the word that puts the similar sound together, intended to be difficult to say especially when repeated quickly and correctly”.

⁸¹ E-book: Kathleen M. Bailey and Lance Savage, 1994, *New Ways in Teaching Speaking*, (Illionis: TESOL), p. 246.

⁸² E-book: Gratian Vas, 2006, *Grammar Matters: Tongue Twisters*, (New York: Sterling Publishers Pvt. Ltd), p. 1.

b. Tongue Twister Level

There are some levels of tongue twisters that can be used in the classroom. Those are as follows:

1) Low Level⁸³

- a) Blue blossoms bloomed
- b) Coral crayons coloured
- c) Sherry shined several silver shoes
- d) Big black bear: A big black bug bit the big black bear, but the big black bear bit the big black bug back!
- e) Clam cream can: How can a clam cram in a clean cream can?
- f) Four furious friends: Four furious friends fought for the phone.
- g) Green glass globes: Green glass globes glow greenly.
- h) Ice cream: I scream, you scream, we all scream for ice cream.
- i) Sandwich sane witch: There's a sandwich on the sand which was sent by a sane witch.
- j) Spell New York: Knife and a fork, bottle and a cork, that is the way you spell New York.
- k) I saw Susie: I saw Susie sitting in a shoeshine shop.

2) Medium Level

- a) Can you can a can: Can you can a can as a canner can can a can?
- b) Copyright: When you write copy you have the right to copyright the copy you write.

⁸³ E-book: Jessica Ashworth, 2012, *Tongue Twister: Budding Poets*, (Dayton: Lorenz educational Press), p. 90.

- c) Fuzzy wuzzy: Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair, Fuzzy Wuzzy wasn't very fuzzy, was he?
- d) Good cook: How many cookies could a good cook cook If a good cook could cook cookies? A good cook could cook as much cookies as a good cook who could cook cookies.
- e) How many cans? How many cans can a cannibal nibble, if a cannibal can nibble cans? As many cans as a cannibal can nibble if a cannibal can nibble cans.
- f) I have got a date: I have got a date at a quarter to eight; I'll see you at the gate, so don't be late.
- g) I thought of thinking: I thought, I thought of thinking of thanking you.
- h) one one : One-one was a race horse. Two-two was one too. One-one won one race. Two-two won one too.
- i) Peter piper: Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?
- j) Seven slick snails: Seven slick slimy snails, slowly sliding southward.
- k) Spell Chicago: Chicken in the car and the car can go, that is the way you spell Chicago.
- l) Thirty three thieves: The thirty-three thieves thought that they thrilled the throne throughout Thursday.

- m) Two witches, two watches: If two witches would watch two watches, which witch would watch which watch?
- n) Understand: If you understand, say “understand”. If you don’t understand, say “”don’t understand””. But if you understand and say “don’t understand”. how do I understand that you understand?
- o) Whether the weather: Whether the weather be fine, or whether the weather be not. Whether the weather be cold, or whether the weather be hot. We’ll weather the weather whether we like it or not.

3) High Level

- a) Betty butter: Betty bought some butter, but the butter Betty bought was bitter, so Betty bought some better butter, and the better butter Betty bought was better than the bitter butter Betty bought before!
- b) Biscuit mixer: I bought a bit of baking powder and baked a batch of biscuits. I brought a big basket of biscuits back to the bakery and baked a basket of big biscuits. Then I took the big basket of biscuits and the basket of big biscuits and mixed the big biscuits with the basket of biscuits that was next to the big basket and put a bunch of biscuits from the basket into a biscuit mixer and brought the basket of biscuits and the box of mixed biscuits and the biscuit mixer to the bakery and opened a tin of sardines.
- c) Doctor doctoring: When a doctor doctors a doctor, does the doctor doing the doctoring doctor as the doctor being doctored

wants to be doctored or does the doctor doing the doctoring doctor as he wants to doctor?

- d) Mary Mac: Mary Mac's mother's making Mary Mac marry me. My mother's making me marry Mary Mac. Will I always be so Merry when Mary's taking care of me? Will I always be so merry when I marry Mary Mac?
- e) Nature watcher: Out in the pasture the nature watcher watches the catcher. While the catcher watches the pitcher who pitches the balls. Whether the temperature's up or whether the temperature's down, the nature watcher, the catcher and the pitcher are always around. The pitcher pitches, the catcher catches and the watcher watches. So whether the temperature rises or whether the temperature falls the nature watcher just watches the catcher who's watching the pitcher who's watching the balls.

By Sharon Johnson.

- f) Wish to wish: I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

c. Implementation of Tongue Twister in Teaching English Pronunciation

Teaching English pronunciation using tongue twisters is implemented in the form of practice, both for warming up or for certain materials, for example in the alphabet applied. For example,

from the alphabet learners learn A, then continue using tongue twisters to make the practice more flexible, for example “eɪ, aɪ, əʊ, aʊ, ɔɪ, ɪə, eə, ʊə”, for B teacher uses “a big black bug bit the big black bear, but the big black bear, bit the big black bug black”, for F he uses “fuck the fucking fuckers before the fucking fuckers fucking fuck you fuckin now mothefacker”, for K dia uses “can you can a can as a canner can can a can”, for S he uses “I saw susie sitting in a shoe shine shop”, so in the science of pronunciation every material that is needed, the application is like that. Then also to flex their tongues to make them more flexible, the teacher conducts approaches. In theory, the teacher gave the steps, he guides learners to follow as he has given the example, then he approached them one by one to ensure that they really can follow what he gave and they immediately followed as he said and drilled.

4. English Foreign Language (EFL) Learners

English foreign language (EFL) learners are the nonnative English students who were born or live outside English speaking countries. They learn English in their formal or informal institution taught by their teachers, tutors, parents, or friends in English organizations, etc. They are described as a situation where learners are learning English to use it with any other English speakers in the world – when the students may be tourists or business people.⁸⁴ It means that to learn English, is based on their purposes rather than the social obligatory to achieve intelligible communication in daily.

⁸⁴ E-book: Jeremy Harmer, 2000, *The Practice of English Language Teaching*, new edition, (New York: Longman,), p. 19.

Most of EFL learners are rarely communicate using English in daily life. They have already learned the first language in their surrounding and it has a different pattern with there in a foreign language. According to Daniel Kriegel, EFL settings often involved large classes and limited contact hours, which make learning English an insurmountable challenge.⁸⁵ It means that most EFL classes are consist of many learners. It's for about 30 to 45 learners and only meets some hours in a week as a compulsory subject at school. It doesn't offer enough exposure to the language. In many cases, they are maybe required to study English for a test or because it is a compulsory part of the curriculum. Moreover, In EFL class, learners' motivation in learning English are usually low and they may not care about their learning since they perceive English as having no practical significance in their daily life. Being able to speak Indonesian and mother language is supposed to be enough for them. On the contrary, in the ESL classroom, learners usually have a higher motivation because English is relevant to their daily life. By being in the target language community, they have more opportunities to use English and see an immediate result from using it.⁸⁶ The researcher concludes that EFL students have more challenges to master English because to speak English is not an obligation in daily life. They don't experience

⁸⁵ Daniel Kriegel, 2005, "Teaching ESL versus EFL Principle and Practices ", *English Teaching Forum* (Vol. 43 no. 2), p. 9.

⁸⁶ Daniel Kriegel, 2005, "Teaching ESL versus EFL Principle and Practices ", *English*, p. 9.

the contextual use of English, so a high self-motivation and action are needed for them to do.

a. Factors that Affect Pronunciation Learning

Learners achieve the degree of success in adopting a new prone influenced by many elements, including the native-language background and linguistic universals, fossilization, age, and social-psychological factor, amount of exposure and use of the L2, phonetic ability, attitude and identity, motivation and concern for good pronunciation, transfer and other learning processes, quantity and quality of input and output, educational factors, individual differences, aptitude, personality and cognitive/learning style.

1) Native-Language Background and Linguistic Universals

The native language is a significant factor in learning to pronounce English; this is proved by the reality that a foreign accent has some of the sound features of the native language of the learner.⁸⁷Learners have difficulty to produce a particular sound that does not exist in the native language. It is interference from the first language.

The indigenous linguistic sound scheme (consonants, vowels, stress, rhythm, intonation, and speech quality) impacts not only how learners speak English, but how they hear it. For example, the two vowels in the English words scene and sin correspond to a single vowel in Spanish. Beginning and low intermediate Spanish-speaking students are likely to have difficulty hearing the difference between

⁸⁷ E-book: Joanne Kenworthy, 1987, Teaching English Pronunciation,.....p. 4.

scene and sin and may transfer their native language vowel into the pronunciation of these words.⁸⁸ As skill improves, learners, become better prepared to hear differences and notice pronunciations that are not present in their indigenous languages

The native language background(s) of students should influence the choice of pronunciation topics addressed in the classroom. Difficulty with specific consonants, for example, depends heavily on the native language. Arabic students confuse /p/ and /b/, sounds that do not contrast in Arabic. Spanish students have problems with /b/ and /v/, which do not contrast in Spanish, while Cantonese, German, Russian, and Turkish students have problems with /v/ and /w/. Difficulties with English vowels, on the other hand, are widespread, and difficulties with stress, intonation, and rhythm are even more widespread.⁸⁹ The mother tongue greatly influences the level of difficulty of students in learning English pronunciation. It summarizes the typical pronunciation problems of students from a variety of native language backgrounds.

2) Fossilization

Acton describes a program to change the intelligibility of fossilized professionals who have spent many years in an English-speaking country and reached high levels of fluency (1984). The program requires a substantial commitment of time both in and out of

⁸⁸ E-book: Linda Lane and H. Douglas Brown, 2010, *Tips for Teaching Pronunciation: A Practical Approach*,.....,p. 5.

⁸⁹ E-book: Linda Lane and H. Douglas Brown, 2010, *Tips for Teaching*....., p. 6.

class and a native-English informant" on the job who assists the student with problem words and provides natural pronunciation models. Students learn not only about pronunciation but also about body language used by native speakers of English. About half of the students who begin the program are able to devote the time needed to show progress. Fossilized learners, for example, can learn to pronounce English more accurately in controlled classroom activities and to apply this knowledge when they deliver a rehearsed presentation. However, when they move from planning into unplanned speech, the old errors are likely to recur.⁹⁰ Fossilization in students can be overcome by programs that have learning activities with a repetition system and under controlled conditions, so students can learn English accurately to achieve progress in English pronunciation. In unplanned circumstances when pronouncing English, fossilization can occur in learners as they are aware.

3) Age and Social-Psychological Factor

Kenworthy commonly assumed that if someone pronounces a second language like a native, they probably started learning it as a child. Conversely, if a person doesn't begin to learn a second language until adulthood, they will never have a native-like accent even though other aspects of their language such as syntax or vocabulary may be indistinguishable from those of native speakers.⁹¹ Lenneberg (1967)

⁹⁰ E-book: Linda Lane and H. Douglas Brown, 2010, *Tips for Teaching*....., p. 7.

⁹¹ E-book: Joanne Kenworthy, 1987, *Teaching English Pronunciation*....., p. 5-6.

proposed that there is a "critical period" for learning a language natively, which extends up to puberty: Neurobiological changes in the brain that culminate at puberty block the native-language learning ability. In the area of grammatical learning, Johnson and Newport found evidence for a gradual decline in language learning abilities during the critical period rather than an abrupt fall off at the end (1989).⁹² The target language is very important to learn. In language learning, age influences a person's pronunciation. The younger the person is learning the target language, the better the pronunciation will be.

To explain the impact of age, social-psychological distinctions between adults and kids were also provided. Adults are supposed to have a deeper and stronger connection to their indigenous culture than kids, which can deliberately or unconsciously discourage adults from fully embracing the fresh language and culture standards (Gatbontin, Trofimovich, and Majid 2005, Jenkins 2005, Levis 2005). One of my students was very aware of the conflict between English and his native language (culture) and said he didn't want to sound like a "false American." Another explanation of the impact of age may be that the higher cognitive skills of adults (particularly analytical skills) are less efficient in learning a fresh pronunciation than the more natural skills observed in young kids.⁹³ Adults have greater analytical abilities than

⁹² E-book: Linda Lane and H. Douglas Brown, 2010, *Tips for Teaching Pronunciation*....., p. 4-5.

⁹³ E-book: Linda Lane and H. Douglas Brown, 2010, *Tips for Teaching Pronunciation*....., p. 4-5.

children, pronunciation skills of children are more efficient than the analytical skills of adults.

4) Amount of exposure and Use

Learners have to the new language and the extent to which they use it (see Trofimovich and Baker 2006 for a review of research on these factors). It is not surprising that students who have spent three years in the United States typically pronounce English better than those who have spent three months. Similarly, students who use English a great deal in their daily activities are likely to pronounce the language better than those who rarely use it.⁹⁴ After learning a new language, It is better to use linguistics more frequently in the form of exercise after learning a fresh language. The more often learners use language by frequently practising it, particularly in a supportive environment, the better the pronunciation of students.

5) Phonetic ability

Phonetic ability is a common view that some people have a better ear' for foreign languages than others. This skill has been variously termed 'aptitude for oral mimicry', 'phonetic coding ability' or 'auditory discrimination ability. Every human being, unless hearing-impaired, has this basic ability; if they did not they would not have learned the sounds of the native language. Researchers have designed tests which measure this ability and have demonstrated that some

⁹⁴ E-book: Linda Lane and H. Douglas Brown, 2010, *Tips for Teaching Pronunciation*....., p. 5.

people can discriminate between two sounds better than others, and/or can mimic sounds more accurately.⁹⁵

One study has indicated that those with good phonetic abilities benefit from pronunciation drills, tasks in which particular sounds are heard and the learner has to imitate again and again. Their innate abilities enable them to exploit all the opportunities to compare what they are doing with the model presented. 'Poor discriminators' do not seem to benefit from drills very much. Drills seem to cause their attempts to stabilize before they reach an accurate production of a sound. Because of the complexities involved, this seems a factor that is very much out of the control of the teacher.⁹⁶ This ability comes from within the student, so the teacher cannot control it, except only supports with patience to achieve success in teaching pronunciation.

6) Attitude and identity

Something that can influence achievement in pronunciation is the attitude of target language learning. A good attitude can support learners to develop pronunciation skill. Young children seem very ready to adopt or to imitate the speech style of those around them, especially their peers. The length of time spent in the new place is certainly a factor. Whether the person intends to return to the part of the country and how much the person continues to associate with people from back home' also seem to be important.⁹⁷

⁹⁵ E-book: Joanne Kenworthy, 1987, *Teaching English Pronunciation*,.....p. 7.

⁹⁶ E-book: Joanne Kenworthy, 1987, *Teaching English Pronunciation*,.....p. 7.

⁹⁷ E-book: Joanne Kenworthy, 1987, *Teaching English Pronunciation*,.....p. 7-8.

In many studies of attitude and motivation in language learning, it has been shown that those learners who show positive feelings towards the speakers of the new language tend to develop more accurate, native-like accents. These positive feelings have been related to their 'integrative motivation'; the language learner is willing to be integrated into the new speech community and is genuinely interested both in the speakers and in their culture.⁹⁸

7) Motivation and concern for good pronunciation

Some learners seem to be more concerned about their pronunciation than others. This concern is often expressed in statements about how 'bad' their pronunciation is and in requests for correction - both blanket requests ('Please correct my pronunciation whenever I make a mistake.') And frequent pauses during speech used to solicit comments on the accuracy of pronunciation. When we talk in terms of 'strength of concern' for pronunciation we are pinpointing a type of motivation. The desire to do well is a kind of achievement motivation'. Conversely, if you don't care about a particular task or don't see the value of it, you won't be motivated to do well. Learners may also be unconcerned because they simply are not aware that the way they speak is resulting in difficulty, irritation or misunderstanding for the listener.⁹⁹

⁹⁸ E-book: Joanne Kenworthy, 1987, Teaching English Pronunciation,.....p. 7-8.

⁹⁹ E-book: Joanne Kenworthy, 1987, Teaching English Pronunciation,.....p. 8.

8) Transfer and other learning processes

A central concept in L2 learning is that of transfer of prior learning to subsequent learning, specifically, L1 transfer, or the learning of a second language based on the mother tongue. According to Lado (1957), a methodology of a systematic comparison of the native language to the language that is the target of learning utilizing **Contrastive Analysis** (CA) would indicate the degree of ease or difficulty of learning a second language. In practice, this assumption, known as the **Contrastive Analysis Hypothesis** (CA), has been tested by sampling learners' speech to note which aspects were produced correctly and which were produced incorrectly according to native-speaker norms, then looking to the learner's L1 to determine if its similarity or difference from the L2 could explain the specific pattern of correct and incorrect forms, considering both **positive transfer**, or the possible facilitating influence of the L1, in the case of correct performance, and **negative transfer**, or **interference** from the L1, in the case of incorrect performance. The fact that L1 transfer (and equivalence classification) does not occur without perceived similarity in L1 and L2 forms is an important fact for language teaching, highlighting the potential value of focusing on differences between L1 and L2 forms.¹⁰⁰

¹⁰⁰ E-book: Martha C. Pennington, and Pamela Rogerson-Revell, 2019, *English Pronunciation Teaching and Research: Contemporary Perspectives*, (UK: Palgrav Macmillan), p. 75-76.

9) Quantity and quality of input and output

L2 pronunciation is affected by the quantity of L2 input and use (Flege, 2009; Flege et al., 1995, 1997, 1999; Moyer, 2004; Piske & MacKay, 1999) and by the quality or type of L2 input in classroom or natural communicative settings (Long, 1981, 1983, 1996, 2015), which may vary greatly depending on the extent to which the learner is immersed in an L2 rather than an L1 environment. Given the feasibility of the Cognitive Aging Hypothesis, quantity and quality of input and output provide alternative explanations for the strong statistical relationship between age of arrival or age of acquisition and ultimate attainment in L2, especially in pronunciation.¹⁰¹ The more inputs that are given continuously, the better the quality of the pronunciation produced.

The quality or type of input to L2 learners may be restricted to only certain kinds of exposure or interaction depending on the learner's need for the L2 and social situation in relation to L2 speakers, as social factors may limit L2 learners' "access to L2 use and linguistic environment" (Hansen Edwards, 2008, p. 272). In a classroom situation of foreign language learning, both the quantity and quality of input are reduced, often very considerably, as compared to learning a language naturally in a wide range of communicative tasks and contexts. The manner of learning in school and non-school contexts (e.g., through reading and study vs. through involvement in tasks requiring listening comprehension and speaking) is another

¹⁰¹ E-book: Martha C. Pennington, and Pamela Rogerson-Revell, 2019, *English Pronunciation Teaching and Research: Contemporary Perspectives*,.....p. 80-81.

factor that affects the learning process, quantity, and quality of what is learned.¹⁰²

10) Educational factors

Level of education or years of schooling affect the amount of learning and also the efficiency and effectiveness of learning through the application of learning skills so that L2 learners with higher education levels often achieve a higher level of language proficiency (Birdsong, 2014; Derwing & Munro, 2009; Spada & Tomita, 2010). The type of education received in an L2 affects what is learned, as in all kinds of instructed learning, and language skills in a learner's L1 are also related to those in the L2 (Miettinen, 2012; Rimfield, Dale, & Plomin, 2015).¹⁰³

11) Individual differences

Martha and Pamela note that what has been called learning styles are sometimes referred to as “cognitive styles” and may not be distinguishable from personality factors and also that the attributes variously termed personality, cognitive styles, and learning styles are increasingly being developed into models whose core construct is motivation. The whole notion of individual difference factors in language learning is in flux, as researchers have increasingly realized how important they are in explaining language learning outcomes, once the focus is taken off innate factors of Universal Grammar and

¹⁰² E-book: Martha C. Pennington, and Pamela Rogerson-Revell, 2019, *English Pronunciation Teaching and Research: Contemporary Perspectives*,.....p. 80-81.

¹⁰³ E-book: Martha C. Pennington, and Pamela Rogerson-Revell, 2019, *English Pronunciation Teaching and Research: Contemporary Perspectives*,..... p. 81-82.

cognitive maturation. The trend of the research on individual differences is to highlight the very significant role of all kinds of individual differences in language learning outcomes and the fact that these individual differences are found in both L1 and L2 learning.¹⁰⁴ The differences of each individual on learning styles have an influence on the learning outcomes of pronunciation that learners experience in pronunciation of the target language.

12) Aptitude

Some people seem to have a special talent or ability for learning languages that have a large inborn component, though it may also show the effects of learning and experience (Sáfár & Kormos, 2008). Language learning ability may overlap general intellectual skills or cognitive abilities, including memory (Skehan, 1998), and is related to musical ability (Hu et al., 2013, p. 367), but can nonetheless be measured separately as a person's *language aptitude*. Differences in language aptitude are a key factor predicting ultimate attainment in an L2 (Long, 2015, pp. 58–60), and those differences have been claimed to account for more of the variance in L2 performance than other individual factors (Ehrman & Oxford, 1995; Rimfield et al., 2015).¹⁰⁵

Language aptitude includes special ability or talent in pronunciation, which may be associated with musical ability (Baran-Lucarz, 2012a). Purcell and Suter (1980) demonstrated that the ability

¹⁰⁴ E-book: Martha C. Pennington, and Pamela Rogerson-Revell, 2019, *English*,..... p. 82-83.

¹⁰⁵ Martha C. Pennington, and Pamela Rogerson-Revell, 2019, *English Pronunciation Teaching and Research: Contemporary Perspectives*,.... 83.

to imitate sounds in a foreign language was a significant predictor of L2 pronunciation accuracy.¹⁰⁶

13) Personality and Cognitive/Learning Style

Relatively stable individual traits that are related to language ability or achievement and motivation include those classified as personality characteristics and other traits classified as personality or cognitive style, or as cognitive style or learning style. These include: the “**Big Five**” *personality dimensions* of extraversion, neuroticism, conscientiousness, agreeableness, and openness to new experiences, and possibly also the *Multicultural Personality Questionnaire* dimensions of cultural empathy, open-mindedness, social initiative, emotional stability, and flexibility; other traits differentially classified as personality or cognitive style—tolerance of ambiguity, empathy, risk-taking, self-esteem (global, situational, task)—or as cognitive style or learning style—field independence/dependence, reflectivity/impulsivity.¹⁰⁷ Personality and cognitive style or learning style are interactive with motivation and often discussed within considerations of motivation.

a) *Extraversion*

Extraversion is defined as directing attention toward and obtaining gratification from external stimuli, involving especially responses and reinforcement from other people, while introversion is

¹⁰⁶ Martha C. Pennington, and Pamela Rogerson-Revell, 2019, *English Pronunciation Teaching and Research: Contemporary Perspectives*,.....p. 83.

¹⁰⁷ Martha C. Pennington, and Pamela Rogerson-Revell, 2019, *English Pronunciation*..p. 84.

defined as directing attention toward and obtaining gratification from internal stimuli, involving especially one's thoughts and mental world. An extravert tends to be talkative and sociable, whereas an introvert tends to be self-contained and reserved.¹⁰⁸

b) *Neuroticism and Anxiety*

Neuroticism is a Big Five personality trait defined by high anxiety. Language learning in a classroom setting can create a specific form of negative anxiety, “associated with an arousal of the autonomic nervous system,” which has been termed ***Foreign Language Classroom Anxiety*** (FLCA; Horwitz, Horwitz, & Cope, 1986, p. 125). FLCA is often directly related to a fear of speaking, which may be greater in a classroom or in a formal or public situation, which may affect certain types of learners (e.g., introverts, Dewaele & Furnham, 2000) more than others, and which may be expected to have effects on pronunciation.¹⁰⁹

c) *Tolerance of Ambiguity*

There is evidence that **tolerance of ambiguity**—the willingness to accept uncertainty and not feel a need to rush to a decision or closure—is related to L2 performance. Baran-Lucarz (2012b) discovered a weak correlation between scores for accuracy in L2 English pronunciation and L2 speakers’ “accept objects, concepts, and situations that lack clear borders” (p. 60), which Dewaele and Li Wei

¹⁰⁸ E-book: Martha C. Pennington, and Pamela Rogerson-Revell, 2019, *English Pronunciation Teaching and Research: Contemporary Perspectives*,.....p. 85.

¹⁰⁹ E-book: Martha C. Pennington, and Pamela Rogerson-Revell, 2019, *English Pronunciation Teaching and Research: Contemporary Perspectives*,.....p. 85.

(2013) link to a tolerance of ambiguity (p. 233). In their view, “A moderate level of [tolerance of ambiguity]... seems optimal in SLA” (ibid.). Specifically for pronunciation, Martha and Pamela suggest that tolerance of ambiguity might mean not immediately jumping to a transfer or equivalence classification strategy for L2 perception and instead of being willing to spend the time and to give the attention needed to carefully observe and sort out perceptual and articulatory differences between the two languages.¹¹⁰

d) *Empathy*

Empathy is being willing and able to take the perspective of another and showing sensitivity to their circumstances. Guiora (1972) posited the construct of “**language ego**,” which he related to empathy, arguing that the more permeable a person’s “ego boundary” (empathic capacity) is, the better the person’s pronunciation. Guiora and colleagues studied ego permeability or empathy as an aspect of pronunciation and fluency in experiments with alcohol, which in small amounts had a facilitating effect on pronunciation (Guiora, Beit-Hallahmi, Brannon, Dull, & Scovel, 1972), and relaxant drugs such as Valium, which did not improve L2 pronunciation (Guiora, Acton, Erard, & Strickland, 1980).¹¹¹

14) Field Independence

The cognitive/learning style variable of **field independence** (FI) has received considerable attention in the SLA literature (Larsen-

¹¹⁰ E-book: Martha C. Pennington, and Pamela Rogerson-Revell, 2019,....., p. 87-88.

¹¹¹ E-book: Martha C. Pennington, and Pamela Rogerson-Revell,....., p. 88-89.

Freeman & Long, 1991, p. 193). In general, field independence is the ability to focus on and separate details from a larger context. Field independent learners tend to have an analytical orientation to perception and learning whereas field-dependent learners tend to have a holistic orientation to perception and learning.

Field independent learners, therefore, might have an advantage in the ability to focus on form and to notice cues to L2 differences in form and meaning that field-dependent learners might miss. A recent study of field independence found that language learners high in this trait significantly outperformed other learners in their ability to benefit from recasts (Rassaei, 2015), suggesting that field independence may aid learners to benefit from **form-focused instruction (FFI)**. Recent work by Baran-Lucarz (2012a) determined that field independence predicted high-level performance in pronunciation, as did a preference for auditory learning. We note that these two characteristics together might result in an auditory focus on form that should be facilitative for pronunciation.

15) Willingness to Communicate

An individual characteristic combining personality and other personal attributes with motivation and affective factors is the **willingness to communicate (WTC)**, applied to language learning by Clement, Dornyei, and Noels (1998). The WTC construct attempts to interrelate L2 linguistic, psychological, and social factors organized in six successive layers of influence on L2 performance. Dornyei (2001) observes that “the model attempts to draw together a host of learner

variables that have been well established as influences on second language acquisition and communication” (p. 254), including personality and self-confidence; communicative competence and experience; interpersonal motivation, desire to affiliate, and intergroup attitudes; and the social situation.¹¹² In this way, L2 linguistic, psychological, and social factors organized into six layers of sequential influence on L2 performance will be linked.

16) Learning Strategies

Some of the advantages of adults over children in terms of explicit learning can be explained by their having more, better, or more practised learning strategies. As Taatgen (1999) notes, “learning strategies themselves have to be learned” (p. 23); they can be developed over time as skilled behaviour or “can themselves...be considered skills” (p. 212) which people access when trying to accomplish a goal. As opposed to cognitive or learning style, they are presumed to be more under the speaker’s control and thus a matter of agency. Individual differences in learning processes and outcomes are then in part a matter of the differential knowledge and application of learning strategies, which vary with the learner’s type of motivation (Oxford & Nykos, 1989; Richards, 1996; Schmidt et al., 1996; Schmidt & Watanabe, 2001).¹¹³

¹¹² E-book: Martha C. Pennington, and Pamela Rogerson-Revell, 2019, *English.....*, p. 91.

¹¹³ E-book: Martha C. Pennington, and Pamela Rogerson-Revell, 2019, *English....*, p. 96-97.

Martha C. Pennington and Pamela Rogerson-Revell said that clearly, we can't change the age of the raw phonetic ability of our learners, and we can only increase exposure to a certain degree. Nor would it seem that teaching could directly affect the identity and attitudinal factors, although these may be indirectly influenced if, through their learning experiences, learners become interested in the speakers of the language and their customs and culture. However, it would seem possible to affect one of the factors we have discussed - motivation and concern for good pronunciation. We can try to do this in the following ways: (a) we can persuade learners of the importance of good pronunciation for ease of communication. (b) We can continually emphasize that a 'native-like' accent will not be imposed as a goal. (Intelligibility and communicative efficiency are the only realistic goals. They can be achieved as much, if not more, by the way, the teacher reacts and the stance he or she adopts as by merely making statements.) (c) We can demonstrate concern for learners' pronunciation and their progress in it.¹¹⁴

b. Learner's Problem in English Pronunciation Learning

In our country, English plays as a foreign language. Most of the learners use English only in school when they have a lesson in the classroom. Since it was rarely used by people as a medium of communication, Learners may find many difficulties in English pronunciation. Sometimes the sound of a word is different from its

¹¹⁴ E-book: Martha C. Pennington, and Pamela Rogerson-Revell, 2019, *English...*, p. 96-97.

written form. Another problem or difficulty in learning pronunciation is people's hearing. People have different hearing abilities. It affects people to make mistakes when pronouncing words.

Gerald Kelly makes a brief and clear explanation related to the possible difficulties facing English pronunciation learners. They are as follows:

- 1) The learner's first language may have a one-to-one relationship between sounds and spelling. The concept of there not being such a relationship may be new.
- 2) Even if such a concept is not new for the learners, they will have to become familiar with new sound-spelling relationships.
- 3) There may be sounds, and combinations of sounds in L1, which do not occur in English.
- 4) There may be sounds, and combinations of sounds, used in English which do not occur in L1.
- 5) English may use stress and intonation patterns which feel strange to the learners.

There are many differences between English and Indonesian pronunciation. The differences are deal with English spelling system and suprasegmental features that do not exist in the Indonesian language. Learners may find difficulties to comprehend English pronunciation.

Pronunciation can help learners to speak English well, but when learners learn the English language they have not received

much information to understand pronunciation that needed in communication. So, some problems appear.

The first problem comes from individual sound. Sound or phonemes were made up of words and sentences. Both words and sentences should be combined so it will have words and phrases. For example, the phonemes /k/ for c in word can and /æ/ for an in can and /t/ for tooth are just sound, but when we put that phonemes together we will get /kæt/ = cat that recognizable a word. That problem comes from the learners that hard to eliminate.

Stress in words can be a problem because stress can change a word's grammatical function, for example, export, if we stress word on the second syllable become exPORT, the function is a verb, but when we stress word on the first syllable and become Export, the function is a noun. The example shows the position of the stress changes the grammatical function, in this case, part of speech of the word. It becomes a consideration when learners learn English. The teacher should make sure when learners learn new words and know where the stress of words.

Then, learners also should be able to recognize the intonation of words. There are speech sound and intonation patterns that do not become part of *the speech memory bank* when English does not become the first language. Usually, some vowels and consonants used in English do not exist in our native language. Learners should have strong tongue and muscle movements for the rhythm patterns in the original language at an early age. They will have

difficulty in pronunciation when their memory bank does not involve the sounds or rhythm patterns of English.

B. Previous Study

There are many studies conducted in teaching pronunciation and learning in many classrooms. In this subchapter, I present some previous studies which were done in line with the researcher's research:

1. Yana V. Korolkova, et.al., "Effective Techniques for Working with the Tongue Twister in the Elementary Level of Training Russian as a Foreign Language", (*International Conference for International Education and Cross-cultural Communication, Problems and Solutions (IECC-2015)*, 09-11 June 2015), Tomsk Polytechnic University, Tomsk, Russia. The objective of the research is to describe the tasks employing tongue twister method by studying grammatical material; how tongue twister as the material for the development of phonetic skills at the elementary level of teaching Russian to foreigners can be called effective. The result of this study is a set of tasks (about 20 exercises) and builds on the principle "from syllable to phrases and sentences", which can be done in a short time. This method can be called effective because they develop different skills, introduce diversity, dynamism in the learning process and help to combat fatigue. Only one tongue twister should be selected by the teacher for the phonetic exercises for a lesson. It should contain 3-4 hard to pronounce sounds. All assignments prepare learners

to read the tongue twister for distinct difficult to pronounce sounds. The tasks include words of tongue twisters and vocabulary (no more than 6-8 words) with the same sounds which are already familiar to learners.¹¹⁵

There are differences between their research with the researcher's research. The differences from their research and researcher's research are in the level of teaching, the focus on, and the method. They focused on the effectiveness of tongue twister technique to describe the tasks employing tongue twisters by studying grammatical material, while the researcher focused to describe the implementation of teaching English pronunciation using tongue twisters to EFL learners' pronunciation at a course, problems in English pronunciation teaching using tongue twisters to EFL learners faced by the teacher and the learners. They used tongue twister as the technique in teaching elementary level, while the researcher used tongue twister as the technique in teaching EFL learners' pronunciation at a course. In their research, they wanted to prove that using tongue twister can be effective techniques for working with the tongue twister in the elementary level of training Russian as a foreign language, while the researcher wanted to describe the implementation of teaching English pronunciation using tongue twisters to EFL learners at a

¹¹⁵ Yana V. Korolkova, et.al., 2015, "Effective Techniques for Working with the Tongue Twister in the Elementary Level of Training Russian as a Foreign Language", (International Conference for International Education and Cross-cultural Communication, Problems and Solutions (IECC-2015), 09-11 June), p. 104.

course. The method for collecting data from their research was experimental research design, while the researcher used a qualitative descriptive design.

2. Fenti Dwi Luviana, et al., "The Effect of Tongue Twister Toward Learners' Pronunciation Ability", (*Journal of English Language Teaching Learning and Literature*, Vol. 1 No. 2, November 2018 ISSN: 2620 – 410X). The main objective of the research is to know whether there is or not the significant effect of tongue twister towards learners' pronunciation ability. This study was done in a pre-experimental design that consisted of three stages. After getting the results, the researcher proceeded to the analysis stage which was carried out the quantitative method which was using SPSS. The results of the analysis showed that there was an effect of tongue twister toward learners' pronunciation ability. Based on the calculating of the t-test, the sign was 0, 00 and it did not exceed with the r-table level 95% (0.95). Therefore, the proposed hypothesis that stated "There is a significant effect of tongue twister toward learners' pronunciation ability at SMP Global Karangan in the 2017/2018 academic year" was accepted.¹¹⁶ The results of the analysis showed that there was an effect of tongue twister toward students' pronunciation ability.

There are differences between their researches with the researcher's research. The differences in their research and

¹¹⁶ Fenti Dwi Luviana, et al., 2018, "The Effect of Tongue Twister Toward Students' Pronunciation Ability", *Journal of English Language Teaching Learning and Literature*, (Vol. 1 No. 2, November - ISSN: 2620 – 410X), p. 23-24.

researcher's research are in the level of teaching, the focus on, and the method. They focused on the significant effect of tongue twister towards learners' pronunciation ability, while the researcher focused to describe the implementation of teaching English pronunciation using tongue twisters to EFL learners' pronunciation at a course, and the problems in teaching English pronunciation using tongue twisters faced by the teacher and the learners. They used tongue twister as the technique in teaching junior high school learners, while the researcher used tongue twister as the technique in teaching EFL learners' pronunciation at a course.

The method for collecting data from their research was a pre-experimental design that consisted of three stages, while the researcher used qualitative descriptive design.

3. Yollanda L, et.al. "Using Tongue Twister to Improve the Pronunciation of Grade Viii Learners", (*e-Journal of English Language Teaching Society (ELTS)*), Vol. 4 No. 2 2016– ISSN 2331-1841). The objective of the research is to prove that using tongue twister can improve learners' pronunciation of sound /θ/ and sound /ð/ of Grade VIII Learners of SMP Negeri 4 Palu. This study was done in quasi-experimental research. By having analyzed the data, the researchers found that the t-counted was 3.85. Consulting to the t-table by applying a degree of freedom (DF) ($26 - 1 = 25$) and the level of significance 0.05. They found that the value of DF in the t-table is 2.06. It shows that the

research hypothesis was accepted, while the researcher used a qualitative method for collecting data.¹¹⁷

There are differences between their research with the researcher's research. The differences between their research and researcher's research are in the level of teaching, the focus on, and the method. They used tongue twister as the technique in teaching junior high school learners, while the researcher used tongue twister as the technique in teaching EFL learners' pronunciation at a course. In their research, they wanted to prove that using tongue twister can improve learners' pronunciation of sound /θ/ and sound /ð/ of Grade VIII Learners of SMP Negeri 4 Palu. They focused to improve their pronunciation of sound /θ/ and sound /ð/, while the researcher focused to describe the implementation of teaching English pronunciation using tongue twister of EFL learners' pronunciation at a course, and the problems in teaching English pronunciation using tongue twisters to EFL learners' pronunciation faced by the teacher and the learners. The method for collecting data from their research was quasi-experimental research design, while the researcher used qualitative descriptive design.

4. Dewi Lutfiani and Indri Astutik, *Improving The Eleventh Grade Learners' Pronunciation and Active Participation By Using Tongue Twister at SMA Muhammadiyah 3 Jember in the*

¹¹⁷ Yollanda L, et.al., 2016, *Using Tongue Twister To Improve The Pronunciation Of Grade Viii Students*, (e-Journal of English Language Teaching Society (ELTS) Vol. 4 No. 2 – ISSN 2331-1841), p. 10-11.

2015/2016 Academic Year. The objective of their research is to prove that using tongue twister can improve students' pronunciation and active pronunciation. The result of this study is the learners' pronunciation in Cycle 2 was better than in Cycle 1. The result of the pronunciation test in Cycle 1 showed that the mean score of the learners' pronunciation was 51.09, it was not successful. In Cycle 2, the class was more conducive as the learners have practised more and they became more familiar with a tongue twister. So, it can be concluded that using tongue twister can improve the eleventh-grade students' pronunciation and active participation at SMA Muhammadiyah 3 Jember in the 2015/2016 academic year.¹¹⁸

There are differences between their research with the researcher's research. The differences between their research and researcher's research are in the level of teaching, the focus on, and the method. They used tongue twister as the technique in teaching senior high school learners, while the researcher used tongue twister as the technique in teaching EFL learners' pronunciation at a course. In their research, they focused to prove that using tongue twister can improve students' pronunciation and active pronunciation, while the researcher focused to describe the implementation of teaching English pronunciation

¹¹⁸ Dewi Lutfiani and Indri Astutik, 2016, "Improving The Eleventh Grade Students' Pronunciation and Active Participation By Using Tongue Twister at SMA Muhammadiyah 3 Jember in the 2015/2016 Academic Year", *Journal of English Language, Literature, and Teaching*, (Volume 02, No. 2, November), p. 113-114.

using tongue twisters to EFL learners' pronunciation at a course, and problems in English pronunciation teaching using tongue twister faced by the teacher and the learners. In their research, they used a quantitative method and also conducted in classroom action research, while the researcher used a qualitative descriptive design.

5. Miftahur Rohman (113411025), *The Use of Tongue Twister Technique to Improve EFL Learners' Pronunciation (A Classroom Action Research at the Tenth Grade of SMA Unggulan Nurul Islami Semarang in the Academic Year of 2015/2016)* from Tarbiyah Faculty of Walisongo State Islamic University (UIN) Semarang, 2016. The objective of this research is to improve the teaching and the learning process or to enhance the understanding of students to the lesson. The method of this research is classroom action research with the cycle model on the use of tongue twister technique to improve EFL learner's pronunciation. The result of this study is teaching English pronunciation by using the tongue twister technique can improve EFL learners' pronunciation ability. Tongue twister technique can be proven as an effective technique to improve EFL learners' pronunciation since there was a significant improvement of learners' scores from pre-cycle to the last cycle.¹¹⁹

¹¹⁹ Miftahur Rohman (113411025), 2016, "The Use of Tongue Twister Technique to Improve EFL Students' Pronunciation (A Classroom Action Research at the Tenth Grade of SMA Unggulan Nurul Islami Semarang in the Academic Year of 2015/2016)", *Thesis*, (Semarang: Tarbiyah Faculty, Walisongo State Islamic University (UIN) Semarang), p. 65.

The weakness of this study is conducted to solve only the specific problem, which is to facilitate learners' pronunciation in segmental features and a few parts of suprasegmental features (word and sentence stress). The time of this research is limited for four meetings in a month, the solution of the general problem in learners' pronunciation is not included in this research; This research is not able to reach 100% of total learners' achievement scores. To reach the maximum score of total learners, some aspects must be considered such as teacher competency, facilities, media, and learners' raw input.

There are differences between this research with the researcher's research. The differences between her research and researcher's research are in the level of teaching, the focus on, and the method. She used tongue twister as the technique in teaching senior high school learners, while the researcher used tongue twister as the technique in teaching EFL learners' pronunciation at a course. In this research, she wanted to describe the implementation of Tongue Twister technique in improving EFL learners' pronunciation, while the researcher focused to describe the implementation of teaching English pronunciation using tongue twisters to EFL learners' pronunciation at a course, problems in English pronunciation teaching using tongue twisters to EFL learners faced by the teacher and the learners. In her research, she used a quantitative method and also conducted in

classroom action research, while the researcher used qualitative descriptive design.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method of the present study. It contains research setting, research design and procedure, data collection technique, and data analysis technique.

A. Research Setting

1. The Place and Time of Research

The researcher had researched the pronunciation class at The Eminence Course Pare Kediri Indonesia that is located in Jl. Brawijaya no. 102 B, Tulung Rejo Village, Pare Subdistrict, Kediri, East Java, Indonesia. The data collection had been started on 25 April 2019 until 9 Mei 2019.

2. Population and Sample

The population of this study was pronunciation students 1. This class only had 1 class that contained 17 learners, 4 women, and 13 men. Therefore, there are no samples in this study. All students from the tenth grade become research participants.

B. Research Design and Procedure

This research is a type of qualitative descriptive research. This study focuses on a description of the problems figuring in English pronunciation learning. According to David William, qualitative research is the collection of data in a natural setting, using natural methods, and carried out by people or researchers who are naturally

interested.¹²⁰ Denzin and Lincoln 1987 stated that qualitative research is research that uses a natural setting, intending to interpret phenomena that occur and is carried out by involving various existing methods.¹²¹ Jane Richiestated stated that qualitative research is an attempt to present the social world, and its perspectives in the world, in terms of concepts, behaviour, perceptions, and issues about the people under study.¹²² From all the definitions above, the researcher concluded that qualitative research is efforts to collect data carried out by people or researchers who are naturally interested in using a natural setting that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc. by using a variety of natural methods.

C. Data Collection Technique

The study used observation, interview, and questionnaire, documentation as instruments. There are some steps in collecting data for this study:

1. Observation

Observation is an activity of a process or objects to perceive and then understanding knowledge from a phenomenon based on previously known knowledge and ideas, to obtain the information needed by looking at their actions in the class to continue a study. The observation technique is used to see the implementation of learning

¹²⁰ Lexy J. Moleong, 2014, *Metodologi Penelitian Kualitatif: Edisi Revisi*, (Bandung: PT Remaja Rosdakarta), p. 5.

¹²¹ Lexy J. Moleong, 2014, *Metodologi Penelitian Kualitatif: Edisi Revisi* ., p. 5.

¹²² Lexy J. Moleong, 2014, *Metodologi Penelitian Kualitatif: Edisi Revisi* ., p. 6.

the pronunciation of English using tongue twisters. The tools used in the observation are field notes, video recordings. In this study, the researcher recorded activities in class and made some notes about the learning process. Observations begin with teacher preparation, opening, teaching and learning, and closing.

2. Questionnaire

The questionnaire technique was designed to capture the problems faced by students involved in learning English. Besides, the questionnaire technique was used to capture learners' learning of English pronunciation using tongue twisters.

3. Interview

Interviews can be defined as a qualitative research technique that involves “conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation.”¹²³ An interview is a verbal conversation between two people to collect relevant information for research. The questions are about the implementation and problems of teaching and learning pronunciation in class.

The writer uses a type of personal interview which involves a lot of preparation. Consecutive questions were used by the writer based on the number which has prepared for participants. It is used to dig deeper related to learning English pronunciation using tongue twisters,

¹²³ E: book: Boyce, C. & Neale, P. (2006) “Conducting in-depth Interviews: A Guide for Designing and Conducting In-Depth Interviews”, *Pathfinder International Tool Series*, p. 3.

and the problems that arise related to the formulation of the proposed problem.

4. Documentation

The document is one of the data sources which is available and accurate. It is a complement to the use of observation and interview methods. Documentation is used to collect the results of English pronunciation learning activities in the Eminence course. A syllabus on a handbook of pronunciation learners are the kinds of documents and will be analyzed by the writer is to check the contents of a document systematically in forms of communication that are written in the form of documents objectively for the purpose to describe and draw valid conclusions.

D. Data Analysis Techniques

Data analysis was performed using descriptive-qualitative techniques. The writer utilized descriptive qualitative which is the data determined from observation, interview, and document. All of the results were classified based on research questions then the writer analyzed it.

The data from instruments cannot be divided because of three of them related to each other: First, the writer observed all the activities in the classroom by analyzing the field not and video recording to see the feedback of the teaching and learning process. The result of observation will take note of a technique teacher used and the process in implementing the technique in teaching English pronunciation in the classroom. Then the result was compared with the interview result

to support observation data; second, the writer interviews with a teacher and some learners. In the interviewing process, the writer recorded Interlocutors' answer. The result of the interview was transcribed by the writer. Afterward, she checked and analyzed the transcription. And the last, the writer interpreted what the Interlocutors have informed and compared the result of the interview with the fact in class; and third, the syllabus on a handbook of pronunciation students are the kinds of documents and it will be analyzed by the writer. She used that to check the contents of a document systematically in forms of communication that are written in the form of documents objectively and to look at the compatibility of the pronunciation teaching techniques for the purpose to describe and to draw valid conclusions. After the writer explained the data, the writer described the conclusion based on the result of data.

According to Miles & Huberman (1984, 1994). Data analysis consists of three interrelated subprocesses; data reduction, data presentation; and conclusion drawing/verification. This process is carried out before the data collection stage, precisely when determining research design and planning; during the preliminary data collection and analysis process; and after the final data collection stage.¹²⁴

1. Data reduction

Data reduction means that the potential possessed by the data is simplified in an anticipatory mechanism. This is done when the

¹²⁴ Norman K. Denzin & Yvonna S. Lincoln, 2009, *Handbook of Qualitative Research*, Translation by Dariyatno dkk. Yogyakarta: Pustaka Pelajar.

researcher determines the conceptual framework, research questions, cases, and research instruments used. If the results of field notes, interviews, recordings, and other data are available, the next stage of data selection is data summarizing, coding, formulating themes, grouping and presenting stories in writing.¹²⁵

2. Data Display

Data Display is defined as a piece of densely structured information construct that enables conclusions and actions to be taken. The presentation of data is the second part of the analysis phase. A researcher needs to study the process of data reduction as a basis for meaning. More focused data presentation includes structured summaries and synopsis (Fischer & Wertz, 1975), brief descriptions (vignettes) (Erickson, 1986), diagrams (Crney, 1990; Gladwin, 1989; Strauss, 1987; Werner & Schoeple, 1987a, 1987b), matrices with text rather than numbers in cells (Elisenhardt, 1989a, 1989b; Miles & Huberman, 1984, 1994).¹²⁶

3. Conclusion and Verification

The final analysis activity is drawing conclusions and verification. During the research process, investigators have made various evaluations and informed decisions about research and data. Sometimes this is made based on material found in existing literature (as researchers spin back and forth into the literature). Sometimes

¹²⁵ Norman K. Denzin & Yvonna S. Lincoln, 2009, *Handbook of Qualitative Research*, Translation by Dariyatno dkk. Yogyakarta: Pustaka Pelajar.

¹²⁶ Norman K. Denzin & Yvonna S. Lincoln, 2009, *Handbook of Qualitative Research*, Translation by Dariyatno dkk. Yogyakarta: Pustaka Pelajar.

these evaluations and decisions arise as a result of data collected (based on observations in the field, statements made during interviews, observing patterns in various documents, etc.). Some provisional results have helped in data reduction and data display activities. Finally, after data has been collected, reduced, and displayed, analytic conclusions may begin to emerge and define themselves more clearly and definitively.¹²⁷

¹²⁷ E-book: Bruce L. Berg, 2001, *Qualitative Research Methods for The Social Science* (Borston: Pearson Education), p. 36.

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

This chapter presents the profile of The Eminence Course Pare Kediri Indonesia, research finding, data description, discussion and limitation of the research. In this part, the writer would like to describe and discuss the findings of the research.

A. Profile of The Eminence Course Pare Kediri Indonesia

The Eminence Course Pare Kediri Indonesia is an English course institution established in 2009 on Kampung Inggris area in Tulung Rejo village. This course was located in Jl. Brawijaya no. 102 B, Tulung Rejo Village, Pare Subdistrict, Kediri, East Java, Indonesia. Tutors who are experienced in their fields, the convenience of places to study and stay / camp are the main services of this course institution.

“Let’s Speak Like a Native Speaker”, how to speak English from native speakers sometimes becomes a problem for us to understand, even with us when speaking is difficult to understand by native speakers. The Eminence of the village of England has the right tricks in overcoming this.

The Eminence course has an advantage in the English pronunciation program. One technique used in teaching pronunciation is the tongue twister technique. Here is taught the complete pronunciation material, every day there is a tongue twister (tongue training) that can make learners’ tongue smeared-like foreigners. The tutor for learning pronunciation here is Mr. Dino is already very

eligible for this pronunciation problem. Pronunciation here is divided into two levels, each level can be taken for two weeks.

The Eminence course is strong with English with an American accent both formal, informal, and slang language. However, this course also studies BRITISH English. "Do NOT Speak Word by Word", it is one of the learning principles emphasized in this course.

The course vision is to change the English style at Pare which was originally still thick with its local accent so that it turns into an English standard accent that is worth listening to by native speakers both in English accent even American accent with the jargon "NO LOCAL ACCENT" and DON'T SPEAK WORD BY WORD.

B. Research Finding

This research is qualitative descriptive research. This research was held on English pronunciation one at The Eminence course Pare Kediri Indonesia. This course has three programs; pronunciation, speaking, and vocabulary. Each element has two levels. All of the learners learn those subjects from the first level. Those subjects are good for the writer to do research, but the writer only focused on one subject, English pronunciation. The Eminence Course Pare Kediri Indonesia has four English teachers, named Mr. Dino Abdurrohman Suryo, Mr. Franky Borland, Ms. Musriah, and Ms. Nur Yoana Pangestika. Then Mr. Dino teaches English pronunciation level one and level two. The writer chooses Mr. Dino as a participant because he teaches English pronunciation. Level one and two are the

population that the writer is chosen in this study. Mr. Dino is the owner of this course.

C. Discussion

The researcher had done the research through observation, questionnaire, and interview. The researcher found out some results of the research in the process of implementing tongue twister technique in teaching practices to EFL learners at The Eminence Pare Kediri Indonesia.

4. Reduction

Data reduction is the first component in the model of qualitative data analysis of *Miles and Huberman's theory*. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up the transcriptions. The researcher selected which data that were used in his research. They were three instruments used to collect the data: observation, questionnaire, and interview. Observation, interview, and documentation are used in this study to support the data. The researcher used the questionnaire to determine the learner who will be interviewed, so in this step, the researcher analyzed the data of observation and interview.

a. Reduction of Observation

In the observation process, the researcher prepared the observation checklist (*see appendix 2*) and documentation. The researcher only focuses on pronunciation class. The class was started in the morning at 08:00 am. Before English pronunciation teaching and learning began, the teacher wrote down the material on the

whiteboard. Then the learners were given the time to write for thirty minutes. Done for writing, the teacher started class by greeting the learners and checked the learners' attendance and create a good relationship by making a joke or small-talking before warming up with the tongue twisters. Then the teacher invited the learners on warming up with the tongue twisters and repeated the previous sound on the previous material on twelve minutes by imitating and drilling some sounds of English pronunciation material. After that, the teacher checked on the learner's pronunciation. The teacher gave the learners motivation to be more spirit to train their tongue to practice everyday. Then, the teacher checked the learner's pronunciation working with the tongue twisters one by one closely. The teacher gave a punishment to the learners by scoring out the cheek of the learner committed wrongness in imitating the teacher example. After that, the teacher gave some explanation about the phonetic symbol. The teacher attracted the learners to be active in paying attention to the teacher explanation by giving a guess about the material learned. Then, the teacher gave some new sounds related to the material. The teacher gave motivation to the learners and gave them homework of tongue twister words to be tested for the next day.

b. Reduction of Questionnaire

The researcher used a questionnaire to determine the learner who will be interviewed. The questionnaire consisted of eight questions. From the questionnaire, the researcher got twelve participants from seventeen participants to be interviewed.

c. Reduction of Interview

The researcher committed an interview with the teacher to investigate the implementation of English pronunciation teaching practices to EFL learners and problems faced by the teacher and the learners in teaching and learning English pronunciation working with *the tongue twisters*. There are eleven questions of the teacher interview questions, and there are four questions of the learners' interview questions. The first point of the teacher interview was to know the process of English pronunciation teaching practices to EFL learners: working with *the tongue twisters* that was consisted of seven questions. The second point of the teacher interview was to know the teacher problem and the way of the teacher to overcome the problems and the changes of learners' pronunciation in teaching English pronunciation working with *the tongue twisters* that was consisted of four questions. The point of learners' interview question was to know learners' problems and the way of the learners to overcome the problems and the changes in the learners' pronunciation that was consisted of four questions.

Those are the result of the teacher interview from the question. Based on the interview with Mr. Dino, before the material started, Mr. Dino always warms up to remind learners, so that the material that he has given before can always be repeated and reinforced what has been learned. To expedite them before they get further material, Mr. Dino always warms up for about 10 minutes. After warming up, he tested them one by one about the material yesterday because before we

entered the next meeting, he must have given them provisions for memorization beforehand. After he has tested them all, then we proceed to the next material. The next material here, he explained more to learners in theory, only after that he drilled and more into practice until they mastered the material that he has given. Not only that, besides they already understand, the next day he will test the material that they already understand, so the material providing must be able to be remotely, so it makes easier the learners to form perfectly from the designs he has prepared for their English formation, especially in terms of the use of tongue twisters which are indeed difficult, but with the technique he prepared, it makes anyone studying here will find tongue twisters to be very easy and even cool for their English style.

The stages of learning in English pronunciation teaching: working with the tongue twisters at The Eminence course are the first: Mr. Dino brushes on, which is to repeat what the learners learned yesterday. After reviewing the material, he repeated the material with the tongue twister he had given. Then the opening while continuing further learning. The step that he did a lot was to repeat, then drilled learners to follow as he exemplified about the material he had given, and it continued at each meeting repeatedly. In English pronunciation teaching, the teacher uses a repetition drill.

Based on data analysis, to involve students actively in learning English pronunciation using the tongue twisters, Mr. Dino told them to actively pay attention to it because what he used was to use

repetition, so what he said to learners, they immediately noticed and repeated as he said, and exemplify correctly.

The contents of the material Mr. Dino used in teaching English pronunciation using the Tongue Twisters is with a syllabus that he has in the form of a handbook, for example from the alphabet, then in the alphabet from a to z, which one has to do with tongue twisters. For example from a, if only, this is normal. But how he innovates to make it more interesting, then for the alphabet he makes a tongue twister “eɪ, aɪ, əʊ, aʊ, ɔɪ, ɪə, eə, ʊə”, then b, he also related how the b usually is if the Javanese people recite the b is medok so that the pronunciation is not medok. Well, it means that the factors in this b are how to practice it, so he made tongue twisters-like “bebi bɔ:b ə bɪb ə bebər bʌbər”, for instance, he associates with “a big black bug bit the big black bear, but the big black bear, bit the big black bug black”. Then he relates to the phonetic symbol that has a connection with the tongue twister, both then in the pronunciation he trains pronunciation because native has a different way of saying with us. The native speaker has several pronunciations of sounds that are difficult to pronounce, such as r, ʃ, dʒi, so how the sound is pronounced, he made it unique with tongue twisters, then it is included in the material he uses, so he made sounds like “beri bɔ:r ə bɪr ə berər bʌrər, be ʃi bɔ: ʃə bɪ ʃə be ʃər bʌ ʃər and be dʒi bɔ: dʒə bɪ dʒə be dʒər bʌ dʒər”.

Teaching English pronunciation using tongue twisters at The Eminence is implemented in the form of practice, both for warming

up or for certain materials, for example in the alphabet applied there.

For example:

No.	Alphabet	Tongue Twisters	Function
1.	A	ei, ai, əʊ, aʊ, ɔɪ, ɪə, eə, ʊə	to make the practice more flexible
2.	B	<ul style="list-style-type: none"> a big black bug bit the big black bear, but the big black bear, bit the big black bug black, bebi bɔ:b ə bɪb ə bebər bʌbər 	To flex and train learners' tongue to be more flexible in alphabet B
3.	C	<ul style="list-style-type: none"> be tʃɪ bɔ: tʃə bɪ tʃə be tʃər bʌ tʃər 	To flex and train learners' tongue to be more flexible in alphabet C
4.	D.	<ul style="list-style-type: none"> bedi bɔ:d ə bɪd ə bedər bʌdər 	To flex and train learners' tongue to be more flexible in alphabet D
5.	F	fuck the fucking fuckers before the fucking fuckers fucking fuck you fuckin now	To flex and train learners' tongue to be more flexible in alphabet F

		mothefacker	
6.	J	be dʒi bɔ: dʒə bɪ dʒə be dʒər bʌ dʒər	To flex and train learners' tongue to be more flexible in alphabet J
7.	K	<ul style="list-style-type: none"> • can you can a can as a canner can can a can, • keki kɔ:k ə kɪk ə kekər kʌkər 	To flex and train learners' tongue to be more flexible in alphabet K
8.	R	<ul style="list-style-type: none"> • beri bɔ:r ə bɪr ə berər bʌrər 	To flex and train learners' tongue to be more flexible in alphabet R
9.	S	I saw susie sitting in a shoe shine shop	To flex and train learners' tongue to be more flexible in alphabet S
10.	T	beti bɔ:t ə bɪt ə betər bʌtər	To flex and train learners' tongue to be more flexible in alphabet T

so in the science of pronunciation every material that is needed,
the application is like that. Then also to flex their tongues to make

them more flexible, the teacher conducts approaches. In theory, he gave the steps, he guides learners to follow as he has given the example, then he approached them one by one to ensure that they really can follow what he gave and they immediately followed as he said and drilled.

The teacher evaluates the learners' English pronunciation ability; the First, From drilling every day, the material provided today, for example, these tongue twisters, can be used directly. The teacher gave an example, a guide, and then he drilled until really fluent, and after being fluent, the teacher gave them assignments to deepen their material in their respective boarding houses to prepare for learning the next day. The next day the teacher will test learners. this is where he assessed from learners' daily life. Having been known to be mastered, the teacher went deeper into learners' accuracy or eloquence. Aside from mastery of the material, also in terms of pronunciation fluency, so the teacher can take conclusions that learners can master the material that he gave, so every day it's like the teacher's way of assessing their pronunciation skills so that it looks like those who are still failing or those who are still memorized by rote; the second, until then at the end of the meeting, there is another evaluation, so there is a special learning where the material that has been studied will be tested and all the rules of the pronunciation rules applied there, so the test was about what they had learned about learning English pronunciation with tongue twisters.

Based on data analysis, the problems in English pronunciation teaching using tongue twister to EFL learners at the eminence course are:

1. Faced by teacher

- Because the learners come from different regions, and they have the habit of being by following their respective regional languages with their innate dialect factors, such as Sundanese, Sulawesi, Papuan, Madurese, or Javanese. It happens because this lesson is something new for them, so the teacher needs the patience to adjust the pronunciation material on their tongues, as well as each one to another person is also different for arrest and pronunciation as the teacher gives.
- From the level of difficulty, it makes learners feel burdened because they are not used to it, and laziness also determines, and easy giving up also greatly affects their learning and their responses regarding learning English pronunciation using tongue twisters.

The way teacher deals with problems in teaching English pronunciation, namely when the teacher gave learners material but they do not understand, it means that the way to overcome it that he must be more patient then he deeds approaches, which of these people is more difficult. For example, the A/B, the teacher will focus more on him by often asking the A/B. Besides, the teacher will also be more polite, not so compelling learners so

that they can be more follow and also provide motivation to them.

After applying the solution to overcome the problems in teaching English pronunciation, there are changes that occur, namely: They feel more comfortable, so what they usually pronounce in English is still stiff, the existence of this technique makes them feel agile on their tongues and smoother in English pronunciation, and they also feel that their English is impressed quickly and no longer slow because they are usually trained to be drilled with tongue twisters because tongue twisters are to speed things up. Besides they feel more agile, comfortable, and smooth, they also feel cool in vaporizing English, so that the difficulties they get in a pronunciation might be like those who are a bit sloppy in terms, with the tongue twisters points that demand them to be able say the sounds that are practiced in tongue twisters, so that when they find other sentences that may have many voices that previously made them difficult, after they learn tongue twisters make it easy for them to smoothly pronounce the sentence.

2. Faced by learners

From the interview with some learners, exactly twelve learners from seventeen participants, the problems usually face in learning English pronunciation using tongue twisters are: Feeling so hard and difficult when he tried to memorize tongue twister words, forgetting the words arranged when it pronounced fast, feeling difficulty in

memorizing many vocabularies and to learn English pronunciation using tongue twisters, the tongue is not fluent to pronounce the words arranged of tongue twisters, difficult to follow tongue twisters because the teacher is so fast and so fluent in pronouncing tongue twisters, cannot make the voice same as native speaker, unusual to speak quickly, confuse about the differences of the phonetic symbol and confuse to pronounce tongue twisters correctly, always doing mistake in pronouncing some words with the difference of the phonetic symbol, so it made slip of tongue, the local accent is still strong in tongue, confusing in differentiating of each vowel words, similar sound of vowel sound making difficult of tongue to pronounce using tongue twisters, and moving quickly of the different phonetic symbol sound of tongue twisters.

The way of learners to overcome their problems are always trying to read and to pronounce some words of tongue twisters, training the tongue with tongue twisters to be flexible on free time in some places and reflect on the difference sound in the change of phonetic symbol while practicing it, always repeating many times until fluent to imitate the example of good pronouncing of tongue twisters from the teacher to increase the English pronunciation skill, trying until knowing about the rythme and the correct spelling, pressing himself to memorize tongue twisters and giving understanding for himself to be patient for memorizing tongue twisters, keeping to practice and to listen the correct pronunciation of

tongue twisters, and trying to read more than once everyday and everytime.

Based on data analysis, the changes after training with tongue twisters are that the tongue is smoother to pronounce English vocabularies and to be more flexible than before to say something in English vocabularies and sound English vocabularies based on the correct phonetic symbol with good pronunciation, easy to talk English sentence fluently, it can increase the pronunciation skill to be better, it can make the learner easy for reading an English book and understanding the learner's friend statement when talking something in English, there are changes in speaking skill, and the local accent by the time is lost.

D. Conclusion by Drawing/ Verification

In this part, the data explained in the data display were going to be discussed deeply in order to make a finding of the research. The discussion and findings were divided into two parts: the implementation and the problems of English pronunciation teaching practices to EFL learners: working with *the tongue twisters*.

1. The Implementation of English Pronunciation Teaching Practices to EFL Learners: Working with the Tongue Twisters at The Eminence Pare Kediri Indonesia

English Pronunciation Teaching Practices to EFL Learners working with the Tongue Twisters at The Eminence Pare Kediri Indonesia is implemented in the form of practice, such as warming up, imitating, and drilling. Based on the observation in six meetings, the

teacher always used repetition drill to combine with tongue twisters. It happens because the teacher adjusts the techniques with the material and also the condition of the learners in the class. The kinds of activity in teaching and learning English pronunciation in English pronunciation class were found. The instrument used to get the data were from the observation, questionnaire, and interview.

From the results of data analysis conducted through observation, questionnaires, and interviews, it was found that learning English pronunciation at The Eminence course uses a combination of Listen and Imitate, Repetition drill, and Tongue Twisters techniques. Because the teacher needs to combine some techniques or methods to create a supportive environment in the teaching-learning process. This statement refers to the observation and interview analysis which reveals that the English pronunciation teacher on the Eminence course emphasizes the teaching of pronunciation in learners' mastery, fluency and comfort; how mastery, fluency, and then the comfort of students in English pronunciation, so that when they feel comfortable with the correct pronunciation and good pronunciation, then it will make it easier for them to memorize and make it easier for them to sound perfectly in its entirety, so when they repeat can facilitate them and do not know anything in the language, and learners will be more motivated and easy to comprehend the material if the teacher invites them to the pleasant or joyful learning atmosphere.

5. The problems of English pronunciation teaching Practices to EFL Learners: Working with the Tongue Twisters at The Eminence Pare Kediri Indonesia

The researcher discussed the problems of English pronunciation teaching practices to EFL learners: working with the tongue twisters. The problems are faced by the teacher and the learners. From the result of the interview, the problems facing by the teacher are the different regions of the learners, so they have the habit of being by following their respective regional languages with their innate dialect factors, such as Sundanese, Sulawesi, Papuan, Madurese, or Javanese. It happens because this lesson is something new for them, so the teacher needs the patience to adjust the pronunciation material on their tongues, as well as each one to another person is also different for arrest and pronunciation as the teacher gives. Then, from the level of difficulty, it makes learners feel burdened because they are not used to it, and laziness also determines, and easy giving up also greatly affects their learning and their responses regarding learning English pronunciation using tongue twisters.

Then, based on the interview with twelve learners, the problems facing by the learners in learning English pronunciation working with the tongue twisters are feeling so hard and difficult when he tried to memorize tongue twister words, forgetting the words arranged when it pronounced fast, feeling difficulty in memorizing many vocabularies and to learn English pronunciation using tongue twisters, the tongue is not fluent to pronounce the words arranged of tongue twisters,

difficult to follow tongue twisters because the teacher is so fast and so fluent in pronouncing tongue twisters, cannot make the voice same as native speaker, unusual to speak quickly, confuse about the differences of the phonetic symbol and confuse to pronounce tongue twisters correctly, always doing mistake in pronouncing some words with the difference of the phonetic symbol, so it made slip of tongue, the local accent is still strong in tongue, confusing in differentiating of each vowel words, similar sound of vowel sound making difficult of tongue to pronounce using tongue twisters, and moving quickly of the different phonetic symbol sound of tongue twisters.

E. Limitation of the Research

The scopes and limitation of the study can be described as follows:

1. This research will be conducted at The Eminence Course Pare Kediri Indonesia in 2019.
2. This study will only focus on teaching English pronunciation working with tongue twisters to EFL learners at The Eminence Course Pare Kediri in 2019.
3. The writer limits study on the process of teaching English pronunciation to EFL learners at pronunciation class and the problems in teaching English pronunciation working with tongue twisters.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is the last chapter of the present study that consists of two subchapters. After collecting data and analyzing the result of the data, the researcher can draw some conclusions and suggestions in teaching English pronunciation working with *the tongue twisters*.

A. Conclusions

The objective of this study is to describe the implementation of teaching English pronunciation using tongue twisters to EFL learners at The Eminence course Pare Kediri Indonesia and the problems in teaching English pronunciation using tongue twisters to EFL learners at The Eminence course Pare Kediri Indonesia. After finishing this research at Pronunciation one class of The Eminence Pare Kediri Indonesia, the conclusion that can be drawn is as follow:

The implementation of the tongue twister technique in English pronunciation teaching practices was working well. The technique could be combined with other techniques such as “listen and imitate and repetition drill”. English pronunciation teaching practices to EFL learners working with *the tongue twisters* at The Eminence Pare Kediri Indonesia is implemented in the form of practice, such as warming up, imitating, and drilling. Based on the observation, the teacher combined three techniques, such as tongue twisters, listen and imitate, and repetition drill in teaching English pronunciation. In conclusion, the teacher always used three techniques in teaching English

pronunciation at The Eminence course Pare Kediri Indonesia. This activity is very interactive and challenging because students must memorize some *tongue twisters*. During the implementation of the tongue twister technique in teaching English pronunciation, learners gave their better attention and participation. They became more active in the teaching and learning process. In fact, *the tongue twister technique* can help learners in learning English pronunciation, and teaching English pronunciation working with *the tongue twisters* can make the tongue to be smoother to pronounce English vocabularies and to be more flexible than before to say something in English vocabularies and sound English vocabularies based on the correct phonetic symbol with good pronunciation.

The problems in teaching English pronunciation using tongue twisters to EFL learners at The Eminence course Pare Kediri Indonesia faced by teacher are because the learners come from different regions, and they have the habit of being in accordance with their respective regional languages with their innate dialect factors, such as Sundanese, Sulawesi, Papuan, Madurese, or Javanese. It happens because this lesson is something new for them, so the teacher needs the patience to adjust the pronunciation material on their tongues, as well as each one to another person is also different for arrest and pronunciation as the teacher gives, and from the level of difficulty, it makes learners feel burdened because they are not used to it, and laziness also determines, and easy giving up also greatly affects

their learning and their responses regarding learning English pronunciation using tongue twisters.

The problems usually be faced by the learners in learning English pronunciation using tongue twisters are: Feeling so hard and difficult when he tried to memorize tongue twister words, forgetting the words arranged when it pronounced fast, feeling difficulty in memorizing many vocabularies and to learn English pronunciation using tongue twisters, the tongue is not fluent to pronounce the words arranged of tongue twisters, difficult to follow tongue twisters because the teacher is so fast and so fluent in pronouncing tongue twisters, cannot make the voice same as native speaker, unusual to speak quickly, confuse about the differences of the phonetic symbol and confuse to pronounce tongue twisters correctly, always doing mistake in pronouncing some words with the difference of the phonetic symbol, so it made slip of tongue, the local accent is still strong in tongue, confusing in differentiating of each vowel words, similar sound of vowel sound making difficult of tongue to pronounce using tongue twisters, and moving quickly of the different phonetic symbol sound of tongue twisters. Although the teacher and the learners faced those problems, they can solve their problems in some good ways.

B. Suggestion

The writer hoped the result of this research gives some positive contributions to the English learning context. This research is expected to give information for the researcher herself

and people in the educational field. The researcher expects that this research can be useful for:

1. For learners

The result of this study is hoped that it will be valuable for learners to be more motivational in learning English, and they can train and improve pronunciation skill in a fun way.

2. For English teachers

This study can give a contribution to English teachers. There are some recommendations in teaching-learning English. First, an English teacher must be creative when he/she transfers the knowledge to students, so students can easily receive and understand the materials. Second, English teachers must give motivation to their students. Third, it will be better if English teachers find out the appropriate and interesting technique related to the material.

6. For further researchers

The researcher hopes that the next researchers can prepare everything as good as possible in conducting the research and can do the follow up of this research. On the other hand, it is hoped that the next researchers can implement the method in the teaching-learning process by using a better way.

Finally, the researcher realizes that this thesis is far from being perfect. Constructive critics and advice are really expected for the perfection of the future research. Hopefully, this thesis will be useful for the teachers and learners especially in learning the pronunciation of English.

C. CLOSING

The praise only belongs to Allah who gives power and health, so this final project can be finished. Critics and advices are needed to make this research better because the researcher is aware that there are many mistakes in writing this study.

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APPENDIX 1

TIME SCHEDULE OF THE RESEARCH

Activities	Date
Asking permission to the owner	Friday, 19 April 2019
Doing research	25 April 2019 – 9 Mei 2019
Doing observation	1. Friday, 26 April 2019 2. Thursday, 2 May 2019 3. Friday, 3 May 2019 4. Monday, 6 May 2019 5. Tuesday, 7 May 2019 6. Wednesday, 8 May 2019
Doing an interview with learners	7 May 2019 – 12 May 2019
Doing an interview with a teacher	Friday, 10 May 2019

APPENDIX 2

OBSERVATION CHECKLIST

Observation Place : English Pronunciation 1 Class

Observation Time : 8 a. m-1 p. m

The number of students : 1503046072

Observer Name : Ana Maulida Fikriya

No.	Aspects that are examined	Observation result	
		Yes	No
Opening			
1.	Teacher writes pronunciation material on the whiteboard	√	
2.	Teacher starts the class by saying salam and greeting	√	
3.	Teacher checks learners' attendance	√	
4.	Teacher gives an apperception	√	
5.	Teacher provides motivation to learners	√	
Core			
6.	Teacher checks students' memory about the previous material	√	
7.	Teacher associates previous material with new material	√	
8.	Teacher delivers pronunciation material to be taught	√	

9.	Teacher uses techniques in teaching pronunciation	√	
10.	Teacher gives example of some sounds	√	
11.	Teacher provides opportunities for students to follow what the teacher says	√	
12.	Teacher invites students to sound a word or sentence correctly	√	
13.	Teacher writes the symbol or word related to material on the whiteboard	√	
14.	Teacher drills students many times	√	
15.	Teacher checks students' understanding	√	
Closing			
15.	Teacher reviews the material again	√	
16.	Teacher gives homework	√	
17.	Teacher closes the meeting and gives motivation	√	
18.	Teacher says salam	√	

APPENDIX 3

INTERVIEW TRANSCRIPTS

1. Teacher

Interviewer: Ana Maulida Fikriya

Teacher : Dino Abdurrohlim Suryo

Day/Date : Friday/10 May 2019

No.		QUESTIONS A
1.	Researcher	How is your learning design in teaching English pronunciation working with <i>the Tongue Twisters</i>?
	Teacher	Before starting new material, I always do warming up first to remind learners, so that the material that I have given can always be repeated and reinforce what has been learned. To expedite them before they get the next material, I always hold a warming up which is more or less 10 minutes. After warming up, I test them one by one about the material yesterday because before we go to the next meeting, surely beforehand we gave them provisions for memorization. After I have tested them all, then we proceed to the next material. In teaching the next material, I

		<p>always explain more to learners in theory, only after that I would drill and more into practice until they really master the material that I provided. Not only that, besides they have understood, the next day I would test the material that they have understood, so the material that I provided must make them understand very well and can be outside the head, making it easier for me to form perfectly from the designs that I have prepared for their English formation, especially in terms of using tongue twisters which are indeed difficult, but with the method that I prepared earlier, this makes anyone who studies here, Tongue twisters can be very easy and even cool for their English style.</p>
2	<p>Researcher</p> <p>Teacher</p>	<p>What learning steps do you take in teaching English pronunciation working with <i>the Tongue Twisters</i>?</p> <p>First I did a brush-on, which is to repeat what we learned yesterday. After reviewing the material, I repeated the material with the tongue twister that I had given. Then we did the opening while continuing further learning. My step is repeating more, so I repeated from</p>

		the opening steps, then drilled them to follow as I have demonstrated about the material I have provided, and it continued to occur at each meeting repeatedly.
3.	<p>Researcher</p> <p>Teacher</p>	<p>What do you emphasize to your students in teaching English pronunciation working with <i>the Tongue Twisters</i>?</p> <p>Because they have to memorize, and also have to be fluent in comfortable pronunciation, what I emphasize is their mastery, eloquence and comfort; how mastery, fluency, and then their comfort in English pronunciation, so that when they feel comfortable with the correct pronunciation and good pronunciation, then it will make it easier for them to memorize and make it easier for them to sound perfectly in its entirety, so when they repeat again can facilitate them and fluent in the language.</p>
4.	<p>Researcher</p> <p>Teacher</p>	<p>How do you engage your students to be actively involved in learning English pronunciation working <i>the Tongue Twisters</i>?</p> <p>I ask them to actively pay attention to me because what I use is to use repetition. So what I say, they immediately pay attention</p>

		and repeat as I say. So I involve them directly in practice like that so that what I model correctly, they will follow and exemplify correctly.
5.	<p>Researcher</p> <p>Teacher</p>	<p>How is the implementation of English pronunciation teaching practices working with <i>the Tongue Twisters</i> in this course?</p> <p>English pronunciation teaching practices here is implemented in the form of practice, both for warming up or for certain materials, for example in the alphabet applied there. Suppose that from the alphabet we learn A, we continue to use tongue twisters to make the practice more flexible, for example "eɪ, aɪ, əʊ, aʊ, ɔɪ, ɪə, eə, ʊə", for B we use "a big black bug bit the big black bear , but the big black bear, bit the big black bug black ", for F we use“ fuck the fucking fuckers before the fucking fuckers fucking fuck you fuckin now mothefacker ”, for K we use“ can you can a can as can can can can a can ”, for S we use“ I saw Susie sitting in a shoe shine shop ”, so in the science of pronunciation every material that is needed, the application is like that. Then, I flexed their tongues to make them more flexible and more flexible, I approached</p>

		<p>them more. In theory, I gave the steps and guided them to follow as I have given the example, then I approached them one by one to ensure that they really could follow what I gave and they immediately followed as I said.</p>
6.	<p>Researcher</p> <p>Teacher</p>	<p>What is the content of the material you use in teaching English pronunciation working with <i>the Tongue Twisters</i>?</p> <p>The contents of the material are in accordance with the syllabus we have, for example from the alphabet, then in the alphabet from a to z, which one has to do with tongue twisters. For example from a, if only a, this is common, but how do I innovate to make it more interesting, then I made a tongue twister "eɪ, aɪ, əʊ, aʊ, ɔɪ, ɪə, eə, ʊə", then b, he also related how b that is usually when Javanese people recite b is medok , so that they don't recite. Well, this means that the factors in b are how to practice it, so I made a tongue twister like "bebi bɔ: b" bəb ə bebər bəbər ". Suppose I associated with "a big black bug bit the big black bear, but the big black bear, bit the big black bug black". Then, I associated it with phonetic symbols that have something to do with the tongue twister,</p>

		<p>both later in the pronunciation of how to practice the freedom because native has a different way of saying with us. Native speakers have several pronunciations of sounds that are difficult to pronounce, such as r, ʃ, dʒi, so how do you pronounce the sound, I made it unique with tongue twisters, then it was included in the material I used, so I made sounds like " beri bɔ:r ə bɪr ə berər bʌrər, be ʃɪ bɔ: ʃə bɪ ʃə be ʃər bʌ ʃər and be dʒi bɔ: dʒə bɪ dʒə be dʒər bʌ dʒər ”.</p>
7.	<p>Researcher</p> <p>Teacher</p>	<p>How do you assess your learners’ English pronunciation skill?</p> <p>First, from drilling every day, the material provided today, for example, the tongue twisters, I guided them directly. I gave examples, guided, then I drilled until really fluent. After being fluent, I gave them assignments to deepen their own material in their boarding houses to prepare for the next day's learning. Only the next day I test, this is where I judge from daily life. Once it is known that it has been mastered, we went deeper into its accuracy or fluency. Aside from mastery of the material, also in terms of</p>

		<p>its pronunciation fluency, whether it has been hit or not, so I can draw conclusions that learners could master the material that I gave, so every day is like how I judge their pronunciation ability, so that it looks like those who are still failing or those who are still memorized by rote. Second, until later at the end of the meeting there was another evaluation, namely at the end, so there is a special lesson where the material that has been studied would be tested and all the pronunciation rules applied there, so the test was about what they had learned about learning with tongue twisters.</p>
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No.		QUESTIONS B
1.	<p>Researcher</p> <p>Teacher</p>	<p>What problems do you usually face in teaching English pronunciation working with <i>the Tongue Twisters</i>?</p> <ul style="list-style-type: none"> • Because the learners come from different regions, and they have the habit of being by following their respective regional languages with their innate dialect factors, such as Sundanese, Sulawesi, Papuan, Madurese, or Javanese. It happens because this lesson is

		<p>something new for them, so I need the patience to adjust the pronunciation material on their tongues, as well as each one to another person is also different for arrest and pronunciation as the teacher gives.</p> <ul style="list-style-type: none"> • From the level of difficulty, it makes learners feel burdened because they are not used to it, and laziness also determines, and easy giving up also greatly affects their learning and their responses regarding learning English pronunciation working with tongue twisters.
2.	Researcher Teacher	<p>How do you overcome your problems?</p> <p>When I gave learners material but they do not understand, it means that the way to overcome it that he must be more patient then he deeds approaches, which of these people is more difficult. For example, the A/B, the teacher will focus more on him by often asking the A/B. Besides, I will also be more polite, not so compelling learners so that they can be more follow and also provide motivation to them.</p>
3.	Researcher Teacher	<p>Is there any changes after applying your solutions for facing your problem? What are those?</p> <p>They feel more comfortable, so what they</p>

		<p>usually pronounce in English is still stiff, the existence of this technique makes them feel agile on their tongues and smoother in English pronunciation, and they also feel that their English is impressed quickly and no longer slow because they are usually trained to be drilled with tongue twisters because tongue twisters are to speed things up. Besides they feel more agile, comfortable, and smooth, they also feel cool in vaporizing English, so that the difficulties they get in a pronunciation might be like those who are a bit sloppy in terms, with the tongue twisters points that demand them to be able say the sounds that are practiced in tongue twisters, so that when they find other sentences that may have many voices that previously made them difficult, after they learn tongue twisters make it easy for them to smoothly pronounce the sentence.</p>
4.	<p>Researcher</p> <p>Teacher</p>	<p>What's your motivation do you usually give to solve your learners' problem in English pronunciation working with <i>the Tongue Twisters</i>?</p> <ul style="list-style-type: none"> Do not give up easily, everything is sure to be easy and as long as we want to try.

		<ul style="list-style-type: none"> • Be patient to practice it and keep repeating the material they learn with the tongue twister technique that has been given. • Provide a free and relaxed time when at boarding, then try to train again because after a long time by continuing to hone them they certainly can.
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2. Learners

Interviewer : Ana Maulida Fikriya

Learner 1 : Sulkifli

Day/Date : Tuesday/7 May 2019

No.		QUESTIONS
1.	<p>Researcher</p> <p>Learner 1</p>	<p>What problems do you usually face in learning English pronunciation working with <i>the Tongue Twisters</i>?</p> <p>When I try to memorize tongue twister words, I feel so hard. Sometimes the pronouncing of a tongue twister is so fast. I forgot the words arranged when it pronounced fast.</p> <p>I feel difficulty in memorizing many vocabularies.</p> <p>My tongue is not fluent to pronounce the words arranged of tongue twisters.</p>

2.	Researcher Learner 1	<p>How do you overcome your problems?</p> <p>Just try, try and try. Every morning when I get up, I try to read some words. In the some places, I train my tongue flexibility.</p> <p>When I take a bath, before going to the class, I often to try to pronounce tongue twisters and train my tongue to be flexible.</p>
3.	Researcher Learner 1	<p>What changes do you feel in your English pronunciation skill after you have been training with <i>the Tongue Twisters</i>?</p> <p>My tongue can say something in English Vocabularies.</p>
4.	Researcher Learner 1	<p>What's your teacher's motivation do you usually get for facing your problem in learning English pronunciation working with the Tongue Twisters?</p> <p>My teacher motivated me continuing to try in pronouncing tongue twisters every time.</p> <p>I always remember the word he said” we must be able to speak such as native.</p>

Interviewer : Ana Maulida Fikriya

Learner 2 : Irfan

Day/Date : Wednesday/8 May 2019

No.		QUESTIONS
1.	Researcher Learner 2	What problems do you usually face in learning English pronunciation working with <i>the Tongue Twisters</i>? I difficult to follow tongue twisters because my teacher is so fast and so fluent in pronouncing tongue twisters. I also cannot make my voice the same as a native speaker.
2.	Researcher Learner 2	How do you overcome your problems? Everywhere, every time, I always repeat until fluent to imitate the example of good pronouncing of tongue twisters by my teacher. I try until I know about the rythme and the correct spelling.
3.	Researcher Learner 2	What changes do you feel in your English pronunciation skill after you have been training with <i>the Tongue Twisters</i>? It can increase my pronunciation skill, so it can make me easy for reading an English book and understanding my friend's statement.

4.	Researcher	What's your teacher's motivation do you usually get for facing your problem in learning English pronunciation working with the Tongue Twisters?
	Learner 2	<p>You have to try pronouncing some words such as native speaker</p> <p>You have to try spelling words correctly and fluently</p> <p>If you can make your pronunciation like me or a native speaker, you can be easy to speak English well in front of your friends and be understood about your friend's statement.</p>

Interviewer : Ana Maulida Fikriya

Learner 3 : Muhammad Ilham

Day/Date : Wednesday/8 May 2019

No.		QUESTIONS
1.	Researcher	What problems do you usually face in learning English pronunciation working with the Tongue Twisters?
	Learner 3	<p>Because I'm from Makasar, I'm unusual to sound the alphabet and the phonetic symbol e.</p> <p>I also unusual to speak quickly</p> <p>I difficult to memorize the arranged word of tongue twisters</p>

2.	Researcher Learner 3	How do you overcome your problems? I always repeat tongue twisters if I want to increase my English pronunciation skill, and I always train the flexibility of my tongue
3.	Researcher Learner 3	What changes do you feel in your English pronunciation skill after you have been training with <i>the Tongue Twisters</i>? After learning pronunciation working with the Tongue Twisters, my tongue to be more flexible, I understand when someone talks something to me. If I want to talk something, I have the skill to talk English sentence fluently
4.	Researcher Learner 3	What's your teacher's motivation do you usually get for facing your problem in learning English pronunciation working with the Tongue Twisters? My teacher always gives me the motivation to always repeat the tongue twisters and always to train my tongue flexibility, so our pronunciation can be excellent.

Interviewer : Ana Maulida Fikriya
 Learner 4 : Andi Pettarani
 Day/Date : Thursday, 9 May 2019

No.		QUESTIONS
1.	Researcher Learner 4	<p>What problems do you usually face in learning English pronunciation working with <i>the Tongue Twisters</i>?</p> <p>I feel difficult to memorize tongue twisters because the pronouncing is not easy, The differences of the phonetic symbol make me confuse to pronounce tongue twisters</p>
2.	Researcher Learner 4	<p>How do you overcome your problems?</p> <p>I must repeat tongue twisters many times, and I have to press myself to memorize tongue twisters, and I give understanding for myself to be patient for memorizing tongue twister.</p>
3.	Researcher Learner 4	<p>What changes do you feel in your English pronunciation skill after you have been training with <i>Tongue twisters</i>?</p> <p>After learning English pronunciation working with the Tongue Twisters, I can sound English vocabularies based on the correct phonetic symbol, so my tongue can be more flexible to pronounce the English vocabulary than before.</p>

4.	Researcher	What's your teacher's motivation do you usually get for facing your problem in learning English pronunciation working with <i>the Tongue Twisters</i>?
	Learner 4	My teacher always gives me motivation such as “Never give up to learn pronunciation with tongue twisters, don't forget to memorize tongue twisters. If you have free time, don't be bored to repeat many times, and don't be shy to improve your pronunciation skill.”

Interviewer : Ana Maulida Fikriya

Learner 5 : Tini Aulia Latifah

Day/Date : Thursday, 9 May 2019

No.		QUESTIONS
1.	Researcher	What problems do you usually face in learning English pronunciation working with <i>the Tongue Twisters</i>?
	Learner 5	I feel difficult to learn English pronunciation working with the Tongue Twisters because it is the first time to use it and it has the same sound and similar words,
2.	Researcher	How do you overcome your problems?
	Learner 5	I overcome my problems with memorizing

Interviewer : Ana Maulida Fikriya
 Learner 6 : Ahmad Rijani El Banjari
 Day/Date : Saturday/11 May 2019

No.		QUESTIONS
1.	Researcher Learner 6	What problems do you usually face in learning English pronunciation working with <i>the Tongue Twisters</i>? I have many problems in learning English pronunciation working with the Tongue Twisters. I very difficult to memorize tongue twisters
2.	Researcher Learner 6	How do you overcome your problems? Every day, I always memorize tongue twisters
3.	Researcher Learner 6	What changes do you feel in your English pronunciation skill after you have been training with <i>the Tongue Twisters</i>? I can pronounce English vocabularies with good pronunciation, and my pronunciation skill is better than before.
4.	Researcher Learner 6	What's your teacher's motivation do you usually get for facing your problem in learning English pronunciation working with the Tongue Twisters? My teacher always gives us motivation, no

		days without motivation, he always said that practice your English pronunciation working with the Tongue Twisters more every day, every time, and everywhere for habituating your tongue, so you will get fluency on your pronunciation.
--	--	--

Interviewer : Ana Maulida Fikriya

Learner 7 : Muhammad Zacky Aprillah

Day/Date : Saturday/11 May 2019

No.		QUESTIONS
1.	Researcher Learner 7	What problems do you usually face in learning English pronunciation working with <i>the Tongue Twisters</i>? I always doing mistakes in pronouncing some words within the difference of the phonetic symbol, so it made slip of tongue, and my local accent is still strong in my tongue.
2.	Researcher Learner 7	How do you overcome your problems? By repeating tongue twisters until I can pronounce correctly. I often read tongue twisters to make me memories and often train my tongue in free time.

3.	Researcher	What changes do you feel in your English pronunciation skill after you have been training with <i>the Tongue Twisters</i>?
	Learner 7	I'm easier in pronouncing English vocabularies, and my The tongue is more flexible to pronounce English vocabularies
4.	Researcher	What's your teacher's motivation do you usually get for facing your problem in learning English pronunciation working with <i>the Tongue Twisters</i>?
	Learner 7	"You must often to repeat tongue twisters, don't only look, but also memorize, so by the time you will memories."

Interviewer : Ana Maulida Fikriya

Learner 8 : Muhammad Iriyaldi Kusuma Putra Arya

Day/Date : Saturday/11 May 2019

No.		QUESTIONS
1.	Researcher	What problems do you usually face in learning English pronunciation working with <i>the Tongue Twisters</i>?
	Learner 8	My tongue always doing error pronunciation, sometimes I confuse to differentiate each vowel word.

2.	Researcher Learner 8	How do you overcome your problems? I train to sound tongue twisters within the symbol and train my tongue to be flexible in my free time.
3.	Researcher Learner 8	What changes do you feel in your English pronunciation skill after you have been training with <i>the Tongue Twisters</i>? My tongue is more flexible to sound English vocabularies than before, I feel that there are changes in my speaking skill
4.	Researcher Learner 8	What's your teacher's motivation do you usually get for facing your problem in learning English pronunciation working with the Tongue Twisters? “Try hard and repeat many times in every your free time to sound tongue twisters and then memorize it.

Interviewer : Ana Maulida Fikriya
 Learner 9 : Muhammad Arifin K.
 Day/Date : Saturday/11 May 2019

No.		QUESTIONS
1.	Researcher Learner 9	What problems do you usually face in learning English pronunciation working with <i>the Tongue Twisters</i>? The vowel is hard because I'm from Makasar
2.	Researcher Learner 9	How do you overcome your problems? Practice every day. If you practice every day, you will memorize in your brain automatically
3.	Researcher Learner 9	What changes do you feel in your English pronunciation skill after you have been training with <i>the Tongue Twisters</i>? I'm easier to pronounce some English vocabularies
4.	Researcher Learner 9	What's your teacher's motivation do you usually get for facing your problem in learning English pronunciation working with <i>the Tongue Twisters</i>? "Always practice, practice and practice"

Interviewer : Ana Maulida Fikriya
 Learner 10 : Akbar Wahyudianto
 Day/Date : Saturday/11 May 2019

No.		QUESTIONS
1.	Researcher Learner 10	What problems do you usually face in learning English pronunciation working with <i>the Tongue Twisters</i>? About vowel. When I pronounced all the tongue twisters, the vowel is like the same, but if I pronounce it, in fact, it's different.
2.	Researcher Learner 10	How do you overcome your problems? I always keep practicing and also listening to Mr. Dino voice of tongue twisters.
3.	Researcher Learner 10	What changes do you feel in your English pronunciation skill after you have been training with <i>the Tongue Twisters</i>? My tongue is smoother and is more flexible to pronounce the English Vocabularies
4.	Researcher Learner 10	What's your teacher's motivation do you usually get for facing your problem in learning English pronunciation working with <i>the Tongue Twisters</i>? Always practice every day

Interviewer : Ana Maulida Fikriya

Learner 11 : Moh Agung Prabowo

Day/Date : Sunday/12 May 2019

No.		QUESTIONS
1.	Researcher Learner 11	What problems do you usually face in learning English pronunciation working with <i>the Tongue Twisters</i>? My problem comes from moving quickly to the different phonetic symbol sound.
2.	Researcher Learner 11	How do you overcome your problems? I overcome my problems by reading tongue twisters every day, pronouncing tongue twisters everywhere, training my tongue with tongue twisters, reflecting on the different sounds in the change of phonetic symbol while practicing it.
3.	Researcher Learner 11	What changes do you feel in your English pronunciation skill after you have been training with <i>Tongue twisters</i>? It can train my tongue in speaking English
4.	Researcher Learner 11	What's your teacher's motivation do you usually get for facing your problem in learning English pronunciation working with the <i>Tongue Twisters</i>? I must read continuously

		Reading tongue twisters more Training my tongue more and continuously Memorizing the word arranged in tongue twisters
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Interviewer : Ana Maulida Fikriya

Learner 12 : Ester Rorimpandey

Day/Date : Sunday/12 May 2019

No.		QUESTIONS
1.	Researcher Learner 12	What problems do you usually face in learning English pronunciation working with <i>the Tongue Twisters</i>? I have tongue-tied, it happens slip of tongue, I difficult in following the pronouncing.
2.	Researcher Learner 12	How do you overcome your problems? I endeavor to try many times, then I try to understand and memorize it.
3.	Researcher Learner 12	What changes do you feel in your English pronunciation skill after you have been training with <i>the Tongue Twisters</i>? My local accent is decreased, and I can follow the English accent
4.	Researcher	What's your teacher's motivation do

	Learner 12	<p>you usually get for facing your problem in learning English pronunciation working with the Tongue Twisters?</p> <p>Learning English pronunciation is very important to speak with a native speaker in creating good communication.</p>
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APPENDIX 4

MATERIAL

1

PRONUNCIATION

THE INTERNATIONAL ALPHABET

THE ALPHABET

A	B	C	D	E	F	G	H
ei	bi:	Si:	di:	i:	ef	dʒi:	eti/
I	J	K	L	M	N	O	P
ai	dʒei	kei	el	em	en	əʊ	Pi:
Q	R	S	T	U	V	W	X
kju:	a.(r)	es	ti:	ju:	vi:	dʌblju:	eks
				Y	Z		
				wat	zed		

My name is Dino

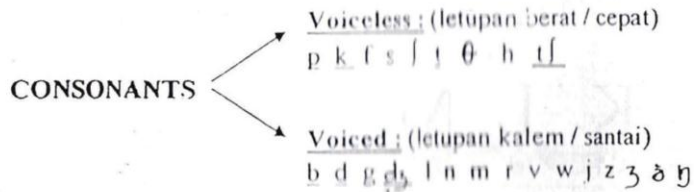
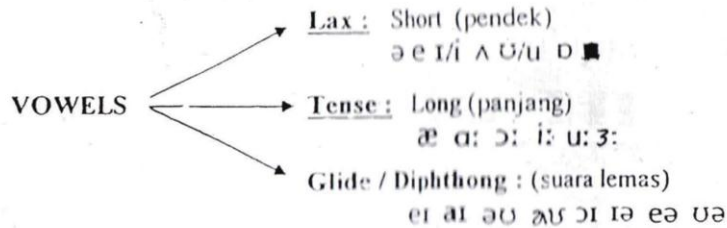
It spells like : di; ai en əʊ

I come from : Banyuwangi

It spells like :

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THE PHONETIC SYMBOL

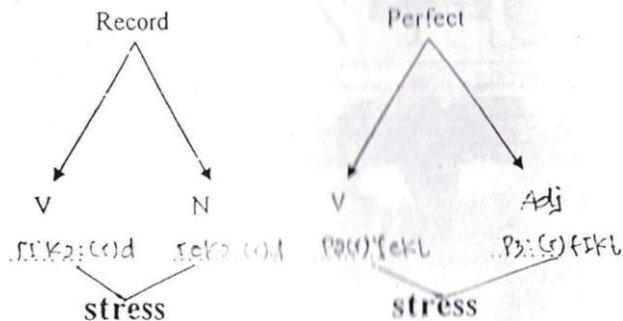


Think :

Foot :

Thing :






Food :








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VOWELS

1. Lax : Short

Kepada	Bebek	Sate	(əta)	(ətu)	
ə	e posisi lidah tinggi dekat dengan atap mulut 	ɪ Posisi bibir santai, lidah tinggi lebih tapi rendah dari i 	ʌ 	ʊ (tidak merubah bentuk wajah) 	3: ɜ: Rahang agak dikit rendah, lidah di tengah, mulut 
ago	ten	sit	cup	got	put
away	pen	win	up	god	good
support	cell	big	shut	not	look
paper	dead	hit	come	hot	could
holiday	elephant	eleven	us	gone	book
					shirt bird sir birth turn

2. Tense : Long

Mbeak	Siti	Deso	Bapak	Jujur
æ  bunyi suara kambing	i: 	ɔ: 	ɑ: 	u: 
hat	see	saw	car	too
back	seat	wall	heart	food
plan	meat	ball	laugh	moon
cat	feel	call	march	shoot
happy	eat	also	pardon	you

i: (Tinggi)

ɪ (Rendah)

e (Bebek)

æ (Bunyi kambing)

u: (Agak panjang/Monyong)

ʊ (Tidak merubah bentuk wajah)

ə (Gigi atas dan bawah tidak terpisah)

ʌ (Gigi atas dan bawah terbuka sedikit)

3. Glide/diphthong : Lemas

Pantai		mau		Amboi			
eɪ	aɪ	əʊ	aʊ	ɔɪ	ɪə	eə	ʊə
pay	<u>f</u> ive	n <u>o</u>	n <u>o</u> w	b <u>o</u> y	n <u>e</u> ar	c <u>a</u> re	p <u>u</u> re
rain	n <u>i</u> ne	n <u>o</u> te	m <u>o</u> uth	j <u>o</u> in	h <u>e</u> ar	d <u>a</u> re	c <u>u</u> re
day	n <u>i</u> ght	g <u>o</u> at	h <u>o</u> w	<u>o</u> il	t <u>e</u> ar	h <u>a</u> ir	t <u>o</u> ur
take	b <u>u</u> y	h <u>o</u> ld	d <u>o</u> wn	b <u>o</u> il	<u>e</u> ar	st <u>a</u> ir	s <u>u</u> rety
name	t <u>r</u> y	h <u>o</u> me	<u>a</u> bout	ch <u>o</u> ice	d <u>e</u> ar	<u>a</u> ir	

CONSONANTS

1. Voiceless

p	k	f	s	ʃ	t
park	<u>c</u> ar	<u>f</u> ew	<u>s</u> un	w <u>ish</u>	<u>t</u> own
pack	<u>c</u> an	<u>f</u> ree	<u>s</u> ing	f <u>ash</u> ion	<u>t</u> ime
stop	<u>k</u> ate	d <u>e</u> af	<u>v</u> ice	c <u>ash</u>	<u>t</u> wo
happy	m <u>i</u> lk	c <u>o</u> ffee	<u>p</u> ass	sh <u>ee</u> p	<u>t</u> ry

θ	h	tʃ
<u>th</u> ink	<u>h</u> ear	<u>ch</u> air
<u>th</u> ing	<u>h</u> ead	<u>ch</u> ea <u>p</u>
<u>th</u> ree	b <u>eh</u> ave	rich
<u>th</u> in	<u>w</u> ho	<u>m</u> uch

2. Voiced

b	d	g	dʒ	l	n
<u>b</u> ack	<u>d</u> own	ga <u>te</u>	<u>j</u> oin	<u>l</u> ake	<u>n</u> ame
ta <u>b</u>	re <u>d</u>	goo <u>d</u>	<u>j</u> uice	se <u>ll</u>	<u>n</u> ight
ru <u>b</u> ber	di <u>d</u>	go <u>t</u>	ma <u>j</u> or	<u>l</u> ook	<u>s</u> now
<u>b</u> ig	ha <u>d</u>	le <u>g</u>	lar <u>g</u> e	<u>l</u> eg	go <u>n</u> e

m	n	v	w	j	z
<u>m</u> ouse	<u>n</u> un	<u>v</u> iew	<u>w</u> et	<u>y</u> ellow	<u>z</u> oo
<u>m</u> ine	<u>r</u> ain	<u>v</u> ery	<u>w</u> hen	<u>y</u> ear	<u>s</u> ize
ca <u>m</u> e	ro <u>b</u>	ne <u>v</u> er	<u>o</u> ne	<u>u</u> se	<u>r</u> ise
sw <u>i</u> m	wri <u>t</u> e	ove <u>r</u>	<u>o</u> nce	<u>n</u> ew	free <u>z</u> er

ʒ	ð	ŋ
te <u>l</u> ev <u>i</u> s <u>i</u> on	with	king
de <u>c</u> is <u>i</u> on	<u>th</u> at	singer
ga <u>r</u> age	<u>th</u> ey	wrong
us <u>u</u> al	othe <u>r</u>	thing

i:	ɪ	e	æ	ə
se <u>a</u> t	s <u>i</u> t	se <u>e</u> t	sa <u>t</u>	<u>a</u> go
he <u>a</u> t	hi <u>t</u>	he <u>a</u> d	ha <u>d</u>	<u>a</u> bout
be <u>a</u> d	bi <u>d</u>	be <u>d</u>	ba <u>d</u>	<u>a</u> dmit
he <u>e</u> l	hi <u>ll</u>	he <u>ll</u>	sa <u>d</u>	<u>a</u> lone
be <u>a</u> t	bi <u>t</u>	be <u>t</u>	ba <u>t</u>	su <u>p</u> port

EXERCISE for e and æ

e	get	get
æ	æt	at

e

æ

- | | | |
|----------|---|------|
| 1. bed | ↔ | bad |
| 2. bend | | band |
| 3. dead | | dad |
| 4. guess | | gas |
| 5. head | | had |

1. (a) Drive slowly ! There's a bend
 (b) Drive slowly ! There's band

æ	æt	Δt
Λ	Λp	up

æ

Λ

- | | | |
|--------|---|-----|
| 1. bag | ↔ | bug |
| 2. bat | | but |
| 3. cap | | cup |
| 4. cat | | cut |
| 5. hat | | hut |

1. (a) What do you think of my hat ?
 (b) What do you think of my hut ?

၁၀	၁၀	no
၁	၁	not

၁

၁

- | | | |
|----------|---|------|
| 1. own | ↔ | on |
| 2. road | | rod |
| 3. won't | | want |
| 4. coat | | cot |
| 5. coast | | cost |

1. (a) The fish is at the end of the road
 (b) The fish is at the end of the rod

Kata	Symbol	Kata	Symbol
Buy		Bye	
Membeli		Selamat tinggal	
Sun		Son	
Matahari		Putra / anak laki	
Weak		Week	
Lemah		Mingguan	
Weigh		Way	
Berat		Jalan / cara	
Too		Two	
Terlalu		Dua	
Write		Right	
Menulis		Benar / kanan	

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ʌ	ʌp	ʊp
ɒ	nɒt	not

ʌ

ɒ

- | | | |
|---------|---|-------|
| 1. bus | ↔ | boss |
| 2. cuff | | cough |
| 3. cut | | cot |
| 4. gun | | gone |
| 5. shut | | shot |

1. (a) I'm afraid the bus will be late

(b) I'm afraid the boss will be late

e	get	get
eɪ	geɪ	gay

e

eɪ

- | | | |
|---------|---|------|
| 1. debt | ↔ | date |
| 2. get | | gate |
| 3. let | | late |
| 4. men | | main |
| 5. met | | mate |

1. (a) You won't sell this boat

(b) You won't sail this boat

APPENDIX 5

TABLE OF THE TONGUE TWISTERS

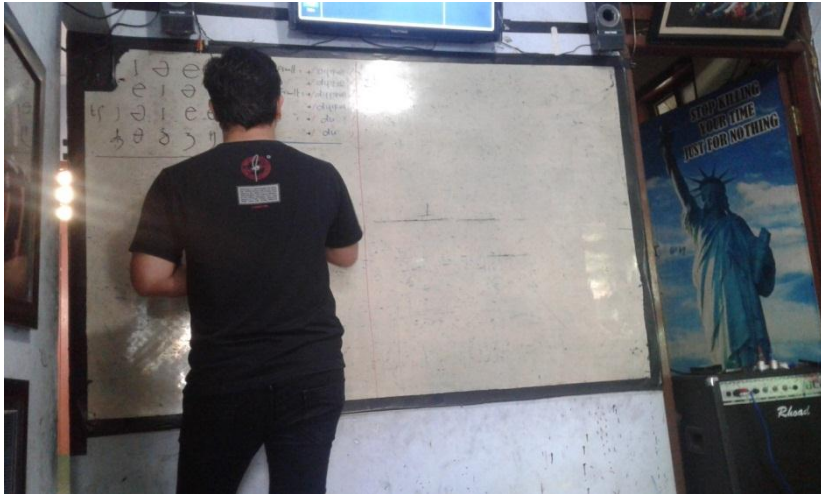
No.	Alphabet	Tongue Twisters	Function
1.	A	ei, ai, əʊ, aʊ, ɔɪ, ɪə, eə, ʊə	to make the practice more flexible
2.	B	<ul style="list-style-type: none"> a big black bug bit the big black bear, but the big black bear, bit the big black bug black, bebi bɔ:b ə bɪb ə beɪər bʌbər 	To flex and train learners' tongue to be more flexible in alphabet B
3.	C	<ul style="list-style-type: none"> be tʃi bɔ: tʃə bɪ tʃə be tʃər bʌ tʃər 	To flex and train learners' tongue to be more flexible in alphabet C
4.	D.	<ul style="list-style-type: none"> bedi bɔ:d ə bɪd ə beɪər bʌdər 	To flex and train learners' tongue to be more flexible in alphabet D
5.	F	fuck the fucking fuckers before the fucking fuckers fucking fuck you	To flex and train learners' tongue to be more flexible in alphabet F

		fuckin now mothefacker	
6.	J	be dʒi bɔ: dʒə bɪ dʒə be dʒər bʌ dʒər	To flex and train learners' tongue to be more flexible in alphabet J
7.	K	<ul style="list-style-type: none"> • can you can a can as a canner can can a can, • keki kɔ:k ə kɪk ə kekər kʌkər 	To flex and train learners' tongue to be more flexible in alphabet K
8.	R	<ul style="list-style-type: none"> • beri bɔ:r ə bɪr ə berər bʌrər 	To flex and train learners' tongue to be more flexible in alphabet R
9.	S	I saw susie sitting in a shoe shine shop	To flex and train learners' tongue to be more flexible in alphabet S
10.	T	beti bɔ:t ə bɪt ə betər bʌtər	To flex and train learners' tongue to be more flexible in alphabet T

APPENDIX 6

DOCUMENTATION

Teacher is writing the material on the whiteboard



Learners are writing the material on the book



Teacher is explaining the material



Learners are paying attention to the teacher



Teacher is checking learners' pronunciation



Learners doing examination







THE EMINENCE

The English Manifesto Continent

Jln. Brawijaya No. 102 B Tulungrejo Pare Kediri

 theeminencekampunginggrispare@gmail.com

 087 759 455 447

SURAT KETERANGAN PENELITIAN

No. 02/EMN.Ket/V/2019

Saya yang bertanda tangan di bawah ini:

Nama : Dino A.S.
Jabatan : Direktur The Eminence English Course
Alamat : Jl. Brawijaya No. 102 B Tulungrejo, Pare

menerangkan bahwa :

Nama : Ana Maulida Fikriya
Jenis Kelamin : Perempuan
Tempat, Tanggal Lahir : Jepara, 28 Juli 1996
Alamat : Jepara

Telah melakukan penelitian di kelas Pronunciation 1 pada periode 25 April 2019.

Demikian surat keterangan kerja ini di buat agar dapat dipergunakan dengan semestinya.

Pare, 10 Mei 2019


Direktur The Eminence,
Dino A.S.



CURRICULUM VITAE

A. Personal Data

Name : Ana Maulida Fikriya

Student's Number : 1503046072

Place and Date of Birth : Jepara, 28 July 1996

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B. Education Background

Formal Education:

1. SDN 03 Jerukwangi
2. MTs NU Banat Kudus
3. MA NU Banat Kudus
4. Education and Teacher Training Faculty of Walisongo State
Islamic University Semarang

Non-Formal Education:

1. Pondok Pesantren MUSYQ Kudus
2. Pondok Pesantren Yanabi'ul Ulum Warrohmah Kudus
3. Ma'had Al Jami'ah Walisongo

This is so state that above information is true and provided here
by me, all in good faith.

Semarang, 17 October 2019

Ana Maulida Fikriya

NIM. 1503046072